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ABSTRACT

The primary purpose of this study was to identify and profile attitudes and evaluative semantic differentials evidenced by young people in the six districts of Micronesia. Data were collected using a questionnaire. Eight attitudinal dimensions were measured: support of school and school related values, support of United States policy in Micronesia, concepts of natural rights, present-future orientations, authoritarianism, individual-collectivistic orientations, sense of fair play, and achievement-ascriptions orientation. Semantic differentials were generated involving four areas: education, Micronesia, neighboring nation-states, and miscellaneous values. This volume of the research report presents background information, the study rationale, findings, and recommendations. The attitudinal inventory data and study time line are appended. (MK)

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# A PROFILE OF RELEVANT ATTITUDES, PERCEPTIONS AND ASPIRATIONS OF YOUNG MICRONESIANS

## VOLUME I

January 1972

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Prepared for and in cooperation with

Department of Education
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the Pacific Islands

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# INTRODUCTION

At the conclusion of World War II the United States government assumed responsibility for the indigenous population of many of the islands of the Pacific. These islands had previously been administered by the Japanese government under a mandate from the League of Nations. The new political arrangement involved the creation of a "strategic" Trusteeship of the United Nations to be administered by the American government.

The United States accepted this responsibility less than 25 years ago. In that period, particularly the last 15 years, great changes have taken place. All districts are served with air line and ship service. Radio-telephone communications connect all but one of the district centers with the Trust Headquarters. Substantial improvements have also been made in the area of social services and public utilities. Considerable progress also has been achieved in education. The overwhelming majority of youngsters now attend school through the eighth grade and increasing numbers complete high school. Significant numbers of pupils also are seeking post high school education and training.

Recently concerned parties have requested a reexamination of the political arrangements for the islands' governance and the manner in which the schools are organized.

Micronesians are playing a substantively greater role in their own governance. Accompanying this development is the requirement that the educational system assess present effectiveness of schools in achieving desired socialization patterns in the general areas of "motivation" and "political learning." Such "needs assessment data" may allow those charged with the responsibility for the administration of the schools to identify possible discrepancies between desired and actual socialization profiles. Such information could lead to the prescription of appropriate instructional strategies and curricula designed to achieve desired outcomes in learners.

The primary purpose of this study was to profile the attitudes of young Micronesians relevant to present, ongoing educational objectives. This study also sought to obtain systematic data about a variety of other related concerns.

# THE GEOGRAPHY, HISTORY AND PEOPLE

## The Area And Its People

Approximately 2,140 islands compose Micronesia. The total population is believed to be in excess of 98,000 persons within about 100 of the islands actually occupied. The geographical region covers an area larger than the continental United States. However, the total land mass is less than half of the state of Rhode Island. It is generally believed that there are nine distinct native languages spoken in the Trust Territory. However some linguists believe there may be as many as 12 languages in the Carolines alone. Although the languages are of Malayo-Polynesian origin, they are all mutually unintelligible.

### Political Geography

While the political geography of Micronesia is largely the result of historical accident and administrative expediency, the people are considered by anthropologists to be racially and culturally more or less homogeneous. The island culture known as Micronesia is bordered on the south and west by peoples considered Melanesian in culture. In the north Micronesia is bordered by Polynesian peoples in Hawaii and in the south by Samoa and Tahiti. Some Polynesian enclaves also exist in the Eastern Carolines.

### The Districts

The six major island groups are administered as political subdivisions. This decentralization reflects historical precedent and a recognition of the problems of communication and logistics.

## Marshall Islands

The Marshall Islands are the eastern-most district of the Trusteeship. They consist of a number of atolls arranged in two almost parallel lines. These low coral islands rise just a few feet above the high water mark. The district center is in Majuro. The Marshall Islands may have been first visited by Alvaro de Saavedra in 1529. Captain Wallis definitely touched the group in 1767 and Captains Marshall and Gilbert explored them in 1788.

## Ponape

The Ponape archipelago is part of the East Carolines. Both Ponape and Truk are classified as oceanic islands as they lay on the eastern side of the sial or andesite line. Ponape is the third largest island in the Western Pacific and receives over 300 inches of rain in the highest regions. The administrative headquarters are in the principal city of Kolonia. Ponape contains the mysterious ruins of Nan Madol which are believed to have been constructed originally about the 10th century. Nan Madol consists of 62 stone structures arranged as islands in a Venetian style lagoon. The principal island is surrounded by a coral reef and is believed to have been discovered by Diego da Rocha in 1527. Other islands which are part of the Eastern Carolines range in distances of 50 to 445 miles from Ponape. Kapingamarangi is the southern-most of these islands.

## Truk

Ths islands of Truk are sometimes referred to as the Central Carolines although they also are on the east side of the sial line popularly known as the

Marianas Trench. Many sunken Japanese ships from World War II are visible in the lagoon. The administrative center is on the Island of Moen. These islands also are believed to have been discovered in part by Diego da Rocha.

## Yap

The island of Yap lies midway between Palau and the Marianas. It is located on the west side of the sial line. Yap is a continental island with few high summits and is surrounded by a coral reef. Although a district center in its own right, Yap remains the most traditional society in the Trust Territory. Many of the indigenous customs and habits of dress have persisted. Probably discovered in 1527 by Diego da Rocha, the area was contested between Germany and Spain in 1885.

## Palau

Southern most of the Western Carolines, Palau consists of several continental islands surrounded by coral reefs. The southern region of the main lagoon contains the picturesque Rock Islands. The district center is located in Koror. The island group was probably also discovered by the Portuguese explorer da Rocha, but was more adequately explored by Admiral Francesco Lazeano in 1686 who named all of the Carolines after Charles II of Spain.

## Marianas Islands

The Marianas are a group of volcanic mountain peaks. Guam, the southern most island, is not part of the Trust Territory. The district center and headquarters for the entire Trust are located on the island of Saipan. Although discovered by Magellan in 1521, the islands were not occupied by Spain until 1668. The islands are named after Queen Marie Anne, then regent of Spain.

## History

Spanish influence largely predominated in the area from their occupation by Spain in the last part of the 19th century until the conclusion of the Spanish American War in 1900. At the conclusion of this war Spain ceded the largest of these islands, Guam, to the United States as part of the peace settlement. Recognizing that her resources were too meager to protect such a large area militarily, Spain sold the islands to Imperial Germany. Little remains of the period of Spanish ascendency but a few ruins of forts, churches, and bridges.

The Germans controlled these territories and Western Samoa from 1900 to 1918. During their tenure the commercial production of copra was encouraged. However, the highly rational German bureaucrats experienced great difficulties understanding the values and life styles of the islanders. Disputes over road building led to a rebellion in Ponape in which the governor, his secretary and two other German nationals were killed. Sailors from the cruiser Emden reciprocated by executing all of the leaders of this 1910 "Sokehs Rebellion."

At the conclusion of World War I, Germany's Micronesian colonies were awarded to Japan as a League of Nations Mandate. The Japanese approached the area with a different orientation than had the Spanish and Germans. Treating the area as a defense perimeter, Japan secretly fortified many of the islands in violation of the mandate. The Imperial fleet was stationed in Palau until the outbreak of hostilities when it was moved to a more forward position in the Truk lagoon. The remains of Japanese military facilities are still much in evidence in Truk, Palau and Saipan.

Rather than encourage the local peoples to engage in Western style commerce, as had the Germans, the Japanese simply moved in their own nationals to the islands to exploit whatever economic advantage that loomed. Whole cities for resident Japanese were built as part of this program. These cities and the economic enterprise that accompanied them greatly impressed the indigenous population. Koror, Palau became a bustling metropolis of over 20,000 persons and boasted geisha houses and other Japanese amenities. Japanese Koror was demolished after the war by occupation forces. In general,the Micronesians appear to have been impressed by Japanese efficiency in administration, affluence in economic endeavors, and firmness in police procedures. As the Japanese made few demands on the indigenous population, other than to occasionally displace them from their original places of residence, there was little overt friction

The war posed a great hardship for many people of Micronesia. However, the hardships were selective in intensity because of the American strategy of island hopping. Some islands suffered bombardment and many were invaded.

The Marshalls were taken in the winter of 1944. The low profile of these coral islands made it difficult for local peoples to avoid becoming ensnared in the hostilities.

Truk, originally slated for invasion,was bypassed after a devastating air bombardment neutralized the lagoon as a military base. Angaur and Peleliu were successfully invaded in a campaign conducted between September and November of 1944 but the rest of Palau was bypassed. Yap also suffered bombardment and the remains of Japanese aircraft still are much in evidence along the air field utilized by commercial planes. In the Marianas, Guam and Saipan were both retaken by invasion in the summer months of the same year. On Saipan, thousands of Japanese civilians jumped from the high cliffs with their families in order to avoid capture by American troops.

Those islands bombarded and bypassed also suffered. The stranded Japanese garrisons hoarded all available food and many Micronesians suffered as a result. Some of the older Palauans contend that the Japanese garrison in Koror was contemplating genocide in order to solve the problem of limited supplies.

After the war the military urged the American government to annex those territories which had been part of the Japanese mandate. President Truman demurred and argued that such action would be inconsistent with the traditional American value of self-determination.

However, the tremendous difficulties that were faced early in the war because of Japan's hegemony in Micronesia, convinced the administration that some American presence in the area was necessary. In the view of many government seers,the national security required that no other major power have extensive influence or a military presence in the region. The conviction that the region is important to American security has undoubtedly been reinforced by the increasing military prowess of Red China and the experience of the Korean and Vietnamese conflicts. The U. S. conducted atomic testing in 1946 at Bikini Atoll in the Marshalls before any political settlement regarding the future of the islands had been made. The U. S. subsequently sought Trust Territory status for the area with a special stipulation that the American government be allowed to militarily fortify the islands if necessary. According to the then U. S. Ambassador to the United Nations:

> These islands constitute an integrated strategic complex vital to the security of the United States.

The resulting "United States Trust Territory of the Pacific Islands" was the only 11 Trusteeships to be designated as "strategic" by the United Nations. As such, the United States is accountable to the Security Council and not the General Assembly for the administration of the "Trusteeship."

Although the Trust Territory arrangement was finalized in 1947, many of the islands continued to be administered by the U. S. Navy. Initially, the policy of the government appears to have been an unconscious desire to allow the islands and their indigenous peoples to return to a condition of "normalcy." As part of this policy, roads, docks and other facilities the Japanese had constructed to facilitate their economic enterprises and meet their military requirements were allowed to deteriorate and become recaptured by the jungle. Few amenities in the way of western improvements were provided and few demands were made on the people of these islands.

While few Micronesians had ever benefited from the activities of the Japanese many. particularly in former Japanese population centers, perceived of a social and cultural decline. This policy frequently referred to as the "zoo theory" was continued by the Department of the Interior which administered the Trusteeship throughout the fifties. *

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*Refer to Webster K. Nolan and Gardiner B. Jones' critique of U. S. Policy contained in a series of newspaper articles carried between August 1 and 5, 1971 by the Pacific News Service.

An outbreak of polio in the trusteeship in 1961 induced the United States to reexamine its administrative philosophy. This reassessment resulted in a decision to become more actively involved in the social evolution of the region. As part of this policy, the Department of Interior worked to make the area more accessible by negotiating a revision of the stringent Navy security regulations.

In 1963 the Kennedy administration dispatched the nine-member Solomon Mission to Micronesia. This fact finding group, headed by Anthony Solomon of the Harvard School of Business Administration, sought to identify the status quo in the trusteeship, delineate American concerns in the area and make policy recommendations. A report of their assessment was delivered to the administration on October 9, 1963.

Two sections of the report dealt with economics, health, and educational problems and prospects. These sections were made public in 1968 to provide supporting data for an increase in the budget ceiling for the Trust. The ceiling had been 4.5 million. This ceiling was subsequently raised to 65 million dollars.

Other sections dealt with political questions. According to Pacific News Service journalists Nolan and Jones, the principal theme of this portion of the report held that for military reasons the government could not accept anything but a Micronesia subject to the perpetual control of the United States. However, Nolan and Jones did acknowledge, in their August 1971 "expose" of the Trust Territory, that they could find no evidence that the Solomon Report has ever become the basis for formal U. S. policy in the area.

In Spring of 1971, Francisco Uludong, a Micronesian attending school in Honolulu, made public those portions of the Solomon Report which had been previously classified as secret. The disclosure was reported by the New York Times and as a result received considerable national attention. According to Uludong, the policy of the U. S. government has been to employ a plethora of economic, social and welfare programs for the purpose of buying the loyalty of the peoples of Micronesia. The Solomon report allegedly urged a plebiscite by 1967 preceded by a barrage of economic input and simulated self-government. It was allegedly hoped that such programs and activities would induce Micronesians to vote overwhelmingly to become an integral part of the United States.

Whatever the rationale behind increased economic input to the Trust Territory and heightened political concern with the administration of the Trusteeship, the fact remains that U. S. policy did change radically in the 1960's.

The Congress of Micronesia was created to advise the High Commissioner on policy matters in 1965. A massive infusion of money into the educational program and the development of a U. S. oriented curriculum was vigorously prosecuted. As a result, by 1970 a record 25, 064 students were reportedly attending formal classes from kindergarten through high school. Four hundred and ninety-nine students received government sponsored college scholarships during the same year. Development of a viable Micronesian Occupational Center in Palau and a Micronesian Community College on Ponape were also projects vigorously expedited. Greater attention was also given to public works projects geared around sewage disposal and water purification problems.

An inordinately large number of young Peace Corps volunteers were also dispatched throughout the area. Nine hundred and forty volunteers, or one volunteer for every 150 Micronesians, were sent out to the districts in the early months of this program. From the standpoint of district administrators, this infusion of volunteers between 1966 and 1967 produced "counter productive" results and dysfunctional administrative relations.

The Peace Corp volunteers were, for the most part, highly idealistic and social reformist in outlook. Many of them were evidently shocked by the neglect suffered by the islands during the late 40's and 50's. They tended to blame career civil servants in the Trust Territory government for the apparent ineptness of American administration. In their identification with the native population against the establishment, the Peace Corps volunteers encouraged the development of attitudes of social efficacy and the articulation of perceived grievances. The influence of the Peace Corps and the program of subsidized college attendance are given prime responsibility by some seasoned island observer for the development of an independence movement in Micronesia.

There have been several developments in the area of greater self-determination in both the economic and political spheres. The creation of the Micronesian Development Corporation has been observed to be an important step in the development of some degree of economic self-determination.

The MDC is 51 percent owned by the Micronesians with minority shares being held by airline companies. A major subsidiary of the MDC is the Micronesian Interisland Lines Incorporated. MILI operates steamship service throughout the Trust Territory. The MILI operations coupled with Continental Airlines' Boeing 727 and DC-6B service have greatly improved transportation throughout the Trusteeship.

Politically, several reforms have been made by Edward Johnson, the present High Commissioner. Johnson has delegated substantive responsibilities to the Congress of Micronesia and frequently has solicited their advice on policy matters. The High Commissioner also has made the Congress part of the budgetary process. In the area of administrative appointments, Micronesians have come to occupy significant positions. They presently hold four of the six district commissioner positions and all of the offices of deputy commissioner.

The increased intensity of the rhetoric of "independence" advocates in Micronesia along with sustained ambiguity regarding the American defensive posture in the Far East have made it important to identify the socialization profiles of Micronesians. Developments in the most recent session of the Congress of Micronesia have indicated that, at even at the most visible level, substantial ignorance exists as to the present level of democratic socialization of Micronesians, and little information of a systematic nature is known about the degree of social and political consensus among the various district populations.

Some evidences of "dissensus" and social malaise are mirrored in such chronicles as the Micronesian Recorder, the Micronitor and the Pacific Daily News. The years 1970 and 1971 were characterized to an alarming degree by violence and evidences of anomic political behavior. In Yap the persistent changes of opposition candidates is taken by some as evidence that the concepts of the "loyal opposition" and toleration of minorities have not taken root. In Palau there are some signs that "fair play" in politics is still a much misunderstood concept. In the 1970 campaign, only one member of the Progressive Party survived a campaign in which violence and strong allegations of fraud were present.

At the inception of the most recent Congress of Micronesia session, the entire seven-member delegation from Truk, together with four members from other districts, formed the "Independence Coalition." This group constituted one-third of the total membership of the Congress. Recognizing that independence requires economic self-sufficiency, the coalition successfully worked for the passage of a limited income tax. The Marianas district which has experienced substantial U. S. economic investment and witnessed the economic boom in neighboring Guam was opposed to the tax and antagonized by the independence rhetoric. The Marianas Legislature, evidencing strong pro-American sentiments, unanimously passed a resolution to withdraw from the Trust Territory "by force if necessary." The evening subsequent to the passage of this resolution witnessed the successful arson of the meeting hall of Congress of Micronesia in Saipan.

The rhetoric of this past year expressed at the highest levels has brought into bold relief the desirability of gauging the present socialization profiles of those Micronesians most recently exposed to the existing educational curriculum.

## THE IMPORTANCE OF KNOWLEDGE ABOUT SOCIETAL ATTITUDES AND BELIEFS

Max Weber (Parsons, 1948) was the first social scientist to identify the importance of socialization and attitudinal formation on the behavior of groups and whole societies. In his classic work The Protestant Ethic and the Spirit of Capitalism, Weber demonstrated that some European cultures had proved more amenable to the development of capitalist enterprise and rapid industrialization than others. Weber contended that the value system attendant to the Protestant faith encouraged the internalization of positive attitudes towards individualism, achievement and competition. These values, he maintained, are requisite for a successful capitalist industrial experience. His assertions regarding the correlation between the prevalence of the Protestant ethic and economic success within industrial contexts has been eagerly substantiated by the research of Lenski (1961).

Carrew-Hunt (1963), a prominent analyist of the Soviet Union, has suggested that the rapid industrialization and militarization of the USSR during the twenties and thirties was due in large part to the internalization of Marxist-Leninist ideology. In this scholar's view the value system attendant to Marxist-Leninist philosophy provided the people of the Soviet Union with a discipline they had lacked prior to the Bolshevik Revolution.

The sense of mission and positive assessment of discipline and work characteristic of Maoism also has greatly facilitated the political consolidation of modern China. And, the emphasis on work and industry characteristic of Japanese culture has been acknowledged as playing an important role in the dramatic industrial progress of the Japanese both during the Meiji Restoration and in the post World War II period.

The influence of the American value system on the progress of the United States has been a persistent concern of political sociologist Seymour Lipset (1967). This scholar maintains that the American society's emphasis on "achievement" and "equalitarianism" has been largely responsible for the record of material and social accomplishment. Rejecting the contentions of sociologists Riesman (1950) and Whyte (1956) regarding shifts in societal concerns, Lipset contends these fundamental values continue to persist.

National attitudinal profiles and cultural values can change, however. Various observers of the contemporary British scene have noted that post war Britons give evidence of esteeming such things as work and achievement less than did their 19th century predecessors. Their political and economic position in the world has suffered, perhaps, as the result.

A major concern of those interested in practical applications of attitudinal and socialization research has involved the problem and premise of cultural synthesis. Anthropologist Margaret Mead (1965), among others, is concerned by the experience that traditional subcultures have had when exposed to the abrasive materialism of European culture. The resulting malaise and incivism characteristic of such cultural confrontations is distressing to observe.

The United States has experienced several unfortunate experiences with cultural friction and antagonism. The early institution of slavery did much to produce cultural dysfunctions that have yet to be reconciled. The policy towards the American Indian has disasterously vascillated between benevolent paternalism and forced acculturation that employed WASP modes of prescribed behavior. The subculture of the Mexican-American has fared little better in its confrontation with the dominant culture. The inadequacy of this attempted cultural synthesis is manifest in poor school records and subsequent high unemployment rates among the Chicano population.

Recently increased attention has been directed toward identifying and measuring variance in cultural values as manifest in attitudinal profiles and semantic differentials. Scholars having research interest in this area have sought to profile differences in attitudes and cultural values. With the use of such empirically derived data, it is hoped that the process of cultural synthesis might be made conscious and overt. In this way traditional cultures might selectively adopt attitudes and orientations necessary to retain their political, social and economic efficacy when they are exposed to competitive, more materialistic systems. Peoples socialized in more traditional cultures might also see the price in terms of material aspirations that must be paid to retain revered traditional values. A recent study was conducted on Guam for this specific purpose. It proved that meaningful socialization profiles could be generated utilizing validated attitudinal queries and semantic differentials (Broadbent, 1970).

# THE NEED FOR EMPIRICAL DATA AGAINST WHICH TO REFERENCE "ADVOCACY LITERATURE"

In the last two or three years a plethora of documents, statements and articles has appeared advocating policy changes in the governance of Micronesia. Much of this literature is critical of what has been done in the past in the area of meeting "Micronesian needs." Many articles or position papers recommend sweeping changes on the basis of intuitively derived assessments. Donald Smith has provided one of the better such articles. A review of Smith's representative essay indicates the limitations and perhaps disservice done by such advocacy literature in the absence of descriptive and empirical data.

Smith, writing in the summer 1971 issue of School and Society, argues that the present socialization agents in Micronesia such as the family and peer group discourage self-reliance and independent training. Generalizing from an interview with Mr. Alfonso Oiterong of Palau, Smith contends Micronesian child rearing practices stress the acceptance of authoritarian and hierarchal power structures. In Smith's view, Micronesian culture is conformist and discourages planning and other types of behavior associated with rational economic activity and participant democracy.

There is some support for Smith's generalizations of a more systematically derived nature provided by H. G. Barnett. This author, cited by Smith, limited his generalizations to Palau and employed a quasi-anthropological methodology to reach his conclusion. According to Barnett (1966) the Palauan family system discourages free thinking and individuality.

Despite the limited support for Smith's views provided by Barnett, there is much fault to find in Smith's essay.

First, Smith's generalizations are intuitively derived and rest heavily on the author's assumed expertise. Other than one interview, a perusal of Barnett's book and a review of a few official publications and letters, there is little evidence that Smith's sweeping generalizations and freely offered recommendations rest on anything other than his own impressions and opinions.

Second, Smith generalizes about all of Micronesia from information which appears to have been derived primarily from a single district. One is left to assume that all Micronesians have identical socialization patterns and aspirations, and that what is true for Palau is true for every other district. As this research will reveal, such assumptions are invalid.

Third, Smith's recommendations are naive and simplistic. Smith sees American schools as being wholly inappropriate as they teach some values and skills which are not totally indigenous to Micronesian culture. Smith would have educators purge the curriculum of any aspect not wholly consistent with the traditional culture.

Such recommendations to turn the clock back, in effect, are largely absurd. The Twentieth Century has arrived and Micronesians cannot avoid contact with other cultures even if this is what they desire. There is ample evidence that Micronesians like much of what they see in the postwar world and that they have found many of the behaviors and artifacts of Western culture agreeable.

One may only point to the fondness for automobiles, motorcycles, tape recorders and beer in many of the islands to note signs of growing materialism among the population. Cinemas also are popular in district centers and numerous individuals have overcome the perils of possible loneliness and cultural anomie to pursue academic and vocational training in Guam, Hawaii, and the U. S. mainland.

To make such sweeping generalizations about a culture without adequate data seems unwise. To make recommendations that Micronesians restructure their schools to perpetuate the past is foolish. Japanese tourists are already much in evidence in Saipan and recent hotel construction undoubtedly will facilitate greater exposure of Micronesia to the outside world. It seems inevitable that Micronesians will experience a cultural confrontation with the outside world. The school system needs to identify the educational needs (both skills and attitudes) that wil be necessary for Micronesians to meet this confrontation successfully.

The emphasis on native culture and restrictive vocational education placed by the Kamehameha schools for native Hawaiians on Oahu did much to leave those Polynesians vulnerable to exploitation by others. The people of Micronesia must not be left without the skills and attitudes necessary to protect themselves.

# THE CONTRIBUTION OF THIS RESEARCH

One purpose of this research is to identify and profile attitudes and evaluative, semantic differentials evidenced by young persons in each of the districts of Micronesia. The dimensions of belief and attitude selected are those which previous research have indicated to be important to democratic social behavior and material aggrandizement. Democratic self-rule and material prosperity are two of these desired future statuses which most Micronesians appear to hold in common. Other purposes of the research include the assessment of the political and social aspirations of the population, as well as the measurement of the perceptions of each district relative to the other people of the Trust Territory.

## Rationale for the Specific Attitudinal
## Criteria Variables Employed

### Attitudinal Dimensions

The first dimension of attitude studies involved overt queries about education. The researcher was interested in determining how supportive young persons of Micronesia were of school and school-related values. It is difficult for an individual to do well in school and obtain the skills, knowledges and attitudes necessary for successful participation in the modern world without esteeming education and school-related values. The queries utilized for this dimension sought to assess the existence of such requisite attitudes.

The second dimension involved an assessment of attitudes supportive of the role and past record of the United States in the Western Pacific region. If one culture does not have at least a modicum of esteem for another, it is not likely it will be inclined to borrow, even selectively, values characteristic of that other culture. The verbal cues used for this dimension sought to identify the relative esteem islanders have for the United States in Micronesia.

The third dimension investigated involves attitudes about the concept of "natural rights." Most norm-oriented analysts in the area of democratic theory are agreed that the concept of natural rights is the most important single component of the democratic belief system. The doctrine of natural rights essentially assumes that man is unique among living beings and is endowed with certain rights which are inalienable. Various democratic proponents have sought to identify and propagandize these "natural rights" in such constitutional documents variously entitled "Bill of Rights" and "Rights of Man." The concept of individual rights fosters toleration of political dissent and social nonconformity. It also limits the discretion of government in enforcing group norms. The items utilized for this dimension sought to assess student predispositions to support the concept of individual rights in operational contexts.

The fourth dimension investigated involves "present-future orientations." Future orientations are seen as desirable in achievement-oriented societies in that such predilections encourage saving, planning and the projection of the consequences of one's actions. Many people who have written characterizations of Pacific islanders based on intuitive methodologies have stressed the existence of a high present orientation. Stumpf (1970) in her study of Palauan high school students has made this assertion. Broadbent (1970) in an empirical study conducted on Guam found Chamorro youngsters to have a relatively high present orientation. However, he also found that stateside youngsters had comparatively higher present orientations than mainland residents. This study sought to identify empirically the present-future orientation of youngsters in Micronesia as well as explore any possible variance in the profiles of different districts.

The fifth dimension of belief explored in this study concerned "authoritarianism." This concept became the subject of considerable interest after World War II. In the postwar period many scholars became intrigued by the factors which induced a sophisticated culture such as Germany to accept the irrational and brutal totalitarianism of the Nazi regime. It was hypothesized that the socialization experienced by German youngsters predisposed them towards personality traits which were compatible with Nazi behavior norms. In a classic study conducted by T. W. Adorno and others, the characteristics of the authoritarian personality were identified. Adorno (1949) and his associates also developed a highly valid and reliable attitudinal inventory which came to be known as the F Scale. This scale was later attacked by Rokeach (1960) for its conservative bias. He subsequently has developed an instrument for measuring authoritarian attitudes of the left and right which he terms the California F Scale.

Research by Adorno, Rokeach and others has indicated that persons revealing authoritarian attitudes are not likely to be supportive of democratic politics or procedure. The queries utilized in this study were especially adapted from those developed by Adorno and Rokeach.

The sixth attitudinal dimension inventoried concerned "individualistic-collectivistic orientations." Stumpf, in the introduction to her Paluan study, maintained there were increasing signs of cultural malaise among the young people of that district. According to Stumpf, one of the ways this malaise allegedly manifests itself is through drunkenness. This author maintains that the

Paluan culture does not hold people individually responsible for their actions. In her view, this poses problems for the school and the evolving economic and political systems. This study seeks to provide empirical data relative to this question as well as explore variance in individual-collectivistic orientations between districts.

The seventh dimension of belief studied involved an assessment of what constitutes "fair play" in each district. A summary review of some of the mythology of certain islands of Micronesia indicates there may be some variance in the conceptions that those islanders have regarding fair play and those parameters of behavior usually considered consistent with the requirements of democracy.

The last dimension investigated was assessed using a single query. While a single item hardly facilitates definitive analysis, the belief was considered important and the item has a high degree of validity and reliability. The query refers to "achievement-ascription" orientation and represents one of Talcot Parson's (1961) social pattern variables. The query solicits the propensity of an individual to assign status on the basis of achievement in a relevant area of performance or his converse tendency to assign status on other bases.

## Semantic Differentials

The four areas in which semantic differentials were generated involved perceptions relative to "education," "Micronesia," "neighboring nation-states" and miscellaneous values. The adjective pairings used were from the evaluative and potency factors identified by Osgood (1957). The pairings used were those which prior cross-cultural research indicates generate the highest factor loadings.

### Other Data

Likert scales were employed to assess the degree of affinity or antipathy that respondents from each district had for other island groups. A forced choice query was employed to assess how respondents tended to normatively conceptualize the political future of Micronesia. The rationale for the latter two types of query seems self-evident.

## Research Procedures Employed

### Instrument Development

The basic research instrument utilized for information gathering purposes in this study consisted of a student questionnaire geared to the competencies of eighth graders. (Refer to Appendix A for a portrayal of this instrument.) This grade level was selected because:

1. Few "dropouts" occur before this grade level is reached in Micronesia and a relatively high number occur in subsequent grade levels. The researcher sought to capture as many of the target population as possible.
2. Research in socialization and learning theory suggests that students thirteen years of age and over are relatively far advanced through the process of psychological paralence. Psychological paralence is a relatively important phase in the process of social and political learning. Research has tended to indicate that children prior to reaching this point are unable to deal with abstractions or to conceptualize about ideas. (Hyman, 1959). Political learning in democratic societies

requires the ability to deal with abstractions and ambiguity. The students surveyed in this study fell within the relevant fourteen to sixteen year old age group.

3. Eighth graders presently attending Micronesian schools in and around district centers have been exposed to eight years of intense TESOL instruction. As a consequence, they have substantial competency in the English language.
4. Eighth graders presently attending Micronesian schools have been exposed to a systematic curriculum that appears to have had fairly specific socialization objectives in mind. This appears to be true particularly in the area of political learning.

As suggested above, it was decided to utilize English as the communication mode. Theoretically, it might have been preferable to create an instrument utilizing the primary language of the respondents. However, this would have necessitated the creation and validation of six different instruments. The target population in each of the districts was sufficiently small that it would have been difficult to find enough additional respondents for purposes of reliability and validity testing. The costs of such efforts would also have been inordinate and prohibitive.

As previously mentioned, while each of the native languages of Micronesia share certain similarities and are of Malaya-Polynesian origin, each of the dialects is mutually unintelligible in the other districts and in some cases even outlying areas of the same district. English is the only common medium for most Micronesians who have been exposed to school in the postwar world.

Another difficulty of using the native dialects involves the syntax characteristics of Malaya-Polynesian languages. There are comparatively few consonants in these languages and as a result precise communication requires the use of many more words than does such a language as English. A native language test would have proved to be inordinately long in order to obtain the information desired. Problems of fatigue in administration would have been created and respondents' increasing inattentiveness would have reduced the validity of responses. Even if six different instruments had been employed, the staff could have enjoyed little confidence in the comparability of the six translations on any given query item. As a consequence, inferential analyses of such quasi-comparable verbal cues would have been difficult to justify methodologically.

Students in district centers have been encouraged to use English in school since the first grade. They are urged to use English in the informal peer group interactions in the school context. The use of an English language version of an attitudinal inventory was, as a consequence, a comparatively natural experience for the students surveyed.

The instrument was designed to generate interval data. It consisted of five parts. The first part of the questionnaire was designed to: (1) solicit demographic information for sample validation purposes and to identify external criteria for possible use as points for exploratory analyses and (2) to determine the travel horizons of the respondents. Data in the latter category were considered important in assessing any possible variance in "parochial-cosmopolitan" orientations.

The second part of the questionnaire was designed to elicit attitudes relative to six deductively generated dimensions. It was also designed to provide a broad enough spectrum of social attitudes so that patterns of cue interrelationships, which may be relevant to an analysis and understanding of the present patterns of socialization, could be inductively identified. As previously mentioned, the eight dimensions of deductive design included: (1) attitudes supportive and nonsupportive of education, (2) attitudes relative to the effectiveness of the United States in Micronesia, (3) predispositions to be supportive of natural rights, (4) present-future orientations, (5) authoritarian and nonauthoritarian orientations, (6) individualistic-collectivistic orientations, (7) fair play orientations and (8) achievement-ascription orientations.

Queries relevant to each dimension were scattered throughout the body of this section. This was done to minimize conscious attempts by the respondents to answer questions about similar topics in a consistent fashion. Four response options were provided for each query. Respondents were able to "strongly agree," "agree," "disagree" or "strongly disagree" with each proposition as posed. A fifth category of response was permitted and this involved "no answer." The order of the agree/disagree option was reversed with each query to avoid a response set.

In Section 3, a series of thirteen semantic differentials was employed. The verbal concepts utilized were of three types: (1) those associated with education, (2) those associated with Micronesia and possible modes of political organization and (3) those associated with perception of nation-states having an interest in the region.

Respondents were asked to react to the various verbal cues with respect to five sets of descriptors. Three of the anonyms employed were "evaluative" in nature and have consistently emerged with high factor loadings in cross-cultural research. The fourth set of anonyms measured "potency." Participants were asked to respond to each concept on a seven-point scale. The position of the positive and negative descriptors was alternately reversed in order to avoid a response set.

Section 4 consisted of a set of seven-point Likert scales. Respondents were asked to rate the people of other districts of Micronesia from very good to very bad. This section was designed to identify any possible cultural antagonism between districts and identify affinity patterns. In the last section of the questionnaire, the student was asked what future form of political organization he preferred for his district and Micronesia. The options provided were those frequently mentioned by representatives of the Congress of Micronesia and the Department of the Interior.

## Pretesting the Instrument

Attitudinal inventories of an exploratory nature do not lend themselves to the efficient procedures for assessing reliability and validity that instruments designed to assess cognitive knowledge do. Extensive testing and retesting of groups similar to each of the target populations was not practical or feasible. Such things as split values correlation coefficients are not really defensible utilizing cues for which possible interrelatedness is only deductively assumed. Nor do tetrachoric validity coefficients work well unless the pretest population is comparatively large and unless the cues offered for each dimension of belief are many in number and have a high degree of construct validity. Therefore, other procedures were employed.

A modicum of reliability was obtained by selecting; to the extent possible, cue items similar or identical with those which have been employed in other attitudinal research. Several of the verbal cues employed had been utilized effectively in an earlier study on Guam (Broadbent, 1970). The verbal queries were submitted separately to a group of educators having knowledge of the area, the people and the specific age group to be sampled. These educators were asked to judge the items for face and construct validity for use among the specific population to be studied. Their comments and criticisms led to a revision of items. The semantic differential descriptors employed were those achieving the highest factor loadings in previous cross-cultural research. These items had also been employed to good effect earlier in a study conducted on Guam.

The revised set of attitudinal queries and semantic verbal symbols were then pretested on two "extreme" populations. An eighth grade section of twenty-eight students on Saipan was employed to simulate one possible Micronesian profile. A similar group of eighth graders was selected at random from the student population of a middle-class, Oregon junior high school to provide a cultural contrast. "T" tests were run between the mean values generated by the response patterns for the two groups. Items which did not discriminate at the five percent level of significance in the direction predicted were deleted. Responses to items dealing with attitudes supportive of America's role in Micronesia could not be assessed effectively because of the total lack of knowledge among the Oregon students about the Pacific Islands Trust Territory. This is perhaps an interesting "by-product finding" in itself.

## Instrument Administration

### Sample

Between three and five eighth grade classes were sampled in each of the districts. Schools near or adjacent to district centers were employed for two reasons. First, financial considerations made true random sampling impractical. Second, it was assumed that children attending schools in or around the district center would be the more proficient in the English language and the more adequately socialized by the existing school curriculum. The number of respondents in each of the component samples before editing ranged between 98 and 132. The size of each sample was considered adequate for data manipulation purposes.

### Data Collection

All instruments were administered by Northwest Regional Educational Laboratory field staff specialists. One field staff specialist was accompanied in each classroom by a person familiar with the children under study and fluent in the native language indigenous to the area. This resource person was utilized to answer student questions and to clarify any confusion among the respondents. All administrations took place between February and May of 1971.

The questionnaire was read to the students. This was done for two purposes. First, it minimized variance in reading skills among the students. Second, it tended to keep the group together. It was hoped this reduced peer influence in response patterns. The administration of the instrument required between forty-five minutes and an hour. Students and school personnel proved cooperative in all areas.

After the questionnaires were administered, the data collector reviewed each one of the questionnaires in the sample taken with the classroom teacher. Students having atypical characteristics (e.g., inordinately low intelligence or recent arrivals to the district) were excluded. The data for each district sample were then forwarded for analysis. The data were further edited on receipt by the researcher. A searching review of all aspects of the data collection convinced the project staff that the participants understood the instrument and that the correct administration procedures had been followed.

## Data Analysis

Responses to the queries in Section 1 were tallied. Marginals were computed for the response patterns to each query. Responses to queries in Section 2 were also tallied and marginals were computed. As these data were continuous in nature measures of central tendency were computed for the responses to each attitudinal cue. Incomplete entries were tallied as "no answer" and appropriate adjustments were made in the identification of the central tendency of response patterns to each item and the dimension as a whole. Using the eight deductively generated dimensions, scores were tallied for individual profiles. A composite profile for each district also was computed.

Data emanating out of responses to Section 2 queries were then factored. Homogeneous factors were considered to exist when the response patterns to groups of queries were such that some reasonable rationale or explanation could be deduced.

Frequencies and percentages for each response option were obtained for data generated by Section 3. Measures of central tendency also were obtained for each component scale. Using each of the four scales as the foci of analysis, response patterns to each of the thirteen verbal symbols were factor analyzed.

Marginals and measure of central tendency were obtained for responses to Section 4. Frequencies and percentages for each response option were computed for data produced by Section 5.

The following procedure was employed to assess the significance of variance within districts. "District" was employed as a tentative explanatory variable. Each individual component item score, as well as the score for each composite attitudinal dimension, were employed as criteria variables. "F ration" values were generated for each criterion variable. If the F ratio proved significant, an "F max test" was computed to assess the homogeneity of subgroups. If the F max value was not significant, indicating the prerequisite condition of homogeneous subgroup values, a "Neuman-Keul analysis of individual means" was run. These resulting values were taken to indicate the existence of variance between groups and suggest the probable significance of such variance. Because of the unequal N's in the various subgroups, a "harmonic N" was employed.

## FINDINGS

### General Demographic Data

Almost 60 percent of the total population were males (see Table 1). In fact, in every district a majority of the respondents were boys. This ranged from a bare majority of 50.6 percent in Truk to a substantial majority of 70 percent in Yap. The predominance of males was expected and is consistent with what is known about the school population as a whole and provides some validation of the sample. The relatively small number of girls in the Yap sample is also consistent with the allegedly more conservative culture of that district (see Appendix VI, Table 1). Yapese society does not encourage prolonged school attendance of girls.

The largest of the district samples, after editing out atypical types, was Yap with 100. Truk was next with 98 participants (see Table 2). The district having the smallest sample was the Marianas with 82 respondents. The number of schools sampled in each of the districts ranged from one to four (see Table 2 in Appendices I-VI.

Nearly all of the respondents had been born in the district in which they presently resided (see Table 3, Appendices I-VI. The same was only slightly less true for their fathers (see Table 4, Appendices I-VI. Almost 75 percent of the total sample had lived most of their lives near the district center (see Table 8). Not surprisingly, this was highest in the far flung Marshalls, with 97 percent of the students having lived in and around Majuro (see Table 9, Appendix II). It was least characteristic of the respondents of the large lagoon of Truk (see Table 9, Appendix V).

Less than one quarter of the sample were the oldest siblings in their families (see Table 7). The smallest number of eldest children in the family was found in the Marianas sample. Perhaps reflecting a tendency toward large families in this heavily Catholic area, only 15 percent of the sample in this district proved to be the eldest in their family (see Table 8, Appendix I). The largest percentage of eldest children in a district sample was found to be in Truk (see Table 5, Appendix V). Here 36 percent of the sample reported that they were the first born.

## Parochial-Cosmopolitan Orientations

In an attempt to gauge "parochial-cosmopolitan orientations," respondents in each district were asked if they would like to travel outside of Micronesia. Fifty-seven percent of the population as a whole answered that they would like to do so "a great deal." Another 19 percent indicated that they would "somewhat" like to travel abroad (see Table 9). The inclination to travel abroad was highest in Palau with over 88 percent indicating such a desire (see Table 10, Appendix III). The Trukese were not far behind in their desire to go abroad. Seventy-eight percent of those sampled from this district desired travel (see Table 10, Appendix V). The respondents who were the most inclined to stay home were those in Yap. Barely half showed interest in going abroad and less than a third wanted to travel "a great deal" (see Table 10, Appendix VI).

When the respondents who wanted to travel were asked where they would most like to go, the greatest number, which included 48.5 percent of the sample, responded favorably to the option of Hawaii (see Table 10). Twenty-eight percent wanted to go to the Mainland, and 13.9 percent preferred Guam. Only 4.1 percent desired to go to Japan. The mainland was most popular with Palauans, with over 51 percent indicating a desire to visit there (see Table 11, Appendix V). Hawaii did best with the respondents from Ponape, with almost 60 percent selecting that site for a prospective visit (see Table 11, Appendix IV). Perhaps most surprising was the fact that Japan fared poorly in all of the six districts by approximately the same margin.

Clearly, most Micronesian youngsters are outward looking and have an interest in the world beyond the perimeters of their culture. This is perhaps most so in Palau and least so in Yap. Of those interested in traveling outside their island world, most are looking eastward rather than westward. Hawaii, for all but the adventuresome Palauans, seems to be a place comprehensible in terms of things they understand yet representative enough of the modern world outside Micronesia.

## Socialization Profiles

The attitudinal dimension inventoried can be perceived conceptually as falling into two broad categories. The attitudes about "education," "present-future" and "achievement-ascription" generally can be said to represent various assessments of motivation. The attitudes relative to "natural rights," "fair play," "authoritarianism" and the "U. S. role in the Pacific" can in a general sense be perceived as indicators of political socialization. "Personal motivation" and effective "politization" represents the two major socialization goals of American schools.

## Indicators of Motivation Attitudes About Education

Perceptions regarding the value and worth of education were assessed in two ways. Four evaluative areas designed to elicit responses were included in section two of the questionnaire. These items were scored separately and then computed together to create an aggregate dimension score. Four semantic differentials also were employed to elicit evaluative responses. The semantic differentials employed verbal cues associated with education.

On the composite dimension score for attitudes, supportive and nonsupportive of education, generated from appropriate items in section two of the instrument, variances between the districts were statistically significant (see Table 78). In other words, the respondents in each of the districts varied in their support for education. In the case of this composite dimension scores, Truk scored significantly higher than Yap (see Table 168). In other words Truk respondents proved much more supportive of education than the respondents in Yap, and there was no statistically significant variance in the generally favorable attitudes towards "education" among the other islands.

On the specific items composing this dimension, the following patterns emerged: When the respondents were asked if they believed "Education makes a man what he is," statistically significant variance in the patterns of response between districts emerged (see Tables 12, 86 and 172). The proposition was most strongly supported in Truk. Almost 80 percent of those respondents reported they "strongly agreed" (see Table 13, Appendix IV). It is worthwhile to note a majority of the respondents in each district agreed with the proposition. Evidently, the school system has been successful in imbuing in children a symbolic commitment to the virtues of education if nothing else.

The second statement designed to elicit attitudes supportive or non-supportive of education in general was expressed in the following manner: "Most smart people I know did not need a lot of school." Once again, there was substantial evidence of a positive socialization toward values associated with school. Sixty-five percent of the total sample disagreed, with the largest number of responses being "strongly disagree" (see Table 19). The analysis of variance indicated statistical significance existed. However, the F max value also proved significance and as a consequence no analysis of individual means was conducted. In no district did a majority agree with the statement.

The third cue designed to assess attitudes about education was expressed in an indirect manner. Respondents were asked if they agreed with the statement "Too much money is being wasted on schools." Fifty-six percent of all Micronesians sampled concurred (see Table 29). This would seem to contradict the sentiment reflected in the first two cues about education. However, the same juxtaposition may be said to exist among mainland Americans. While Americans consistently say they support education, they frequently defeat educational bond measures, budgets and tax override measures in local elections.

Given the proposition "You need to go to school in order to know how to enjoy life," 72 percent of those sampled agreed. Forty-three percent even indicated they "strongly agreed" (see Table 35). Variance between districts was significat at the 1 percent level although the F max value was sufficiently great to suggest the lack of homogeneity in the subgroups (see Table 109). In the Marianas, only 12 percent dissented from agreement with the idea expressed (see Table 36, Appendix I. In Ponape 81 percent of the sample elicited a positive response to the item (see Table 36, Appendix IV).

Other measures which were designed to assess attitudes about education asked the student: (1) if he planned to graduate from high school, (2) if he planned to participate in post high school training and (3) where he thought he would obtain any such post high school education.

Over 80 percent of the total samples reported that they intended to finish high school (see Table 5). Almost the same percentage indicated that they were considering some form of post high school training (see Table 6). The congruence of the responses to these two items might suggest Micronesians see high school training primarily a preparation for subsequent formal education. Perhaps their perception of the function and purposes of secondary education may not include general education, social development or vocational training.

Hawaii ranked first as the place most students would like to go for post high school training with 32.2 percent of the respondents selecting that option (see Table 7). Guam was next with 27.7 percent of the overall sample selecting that Marianas' island.

The Community College of Micronesia was third and the Micronesian Occupational Center was fifth of those sites specified. Ponape and, ironically, Truk were the two districts which revealed the lowest percentage of participants intending to complete high school and go on (see Tables 5 and 6 in Appendices IV and V). Palau had the highest percentage of respondents planning to go on for further training after high school, with 95.5 percent indicating such plans (see Table 6, Appendix III).

## Present - Future Attitudes

On the composite scores measuring "present-future" orientations, there was no statistically significant variance between districts.

On the first individual query of this dimension, respondents were asked if "It is better to be concerned about the present than the future." There were no statistically significant differences between districts and more than 55 percent of the total population "agreed" (see Tables 13 and 89). Somewhat surprisingly, the measure carried by a majority in every district but Yap (see Table 16, Appendix VI).

The second item employed to assess "present-future" orientations stated "People who are always planning for the future never have any fun." Fifty-six percent of all respondents "disagreed" (see Table 27). No statistical difference between groups was observed (see Table 101).

Respondents were asked if they agreed with the statement "In order to do better in life, you have to plan ahead." Seventy percent of the total population agreed (see Table 31). A significantly high F ratio on this item was negated by a significant F max score. The proposition carried in all districts. However, in Yap the margin of the agree majority was very slim (see Table 20, Appendix VI).

Three-fourths of the entire sample concurred with the idea "You can not know what will happen in the future (see Table 38). Variance was significant between districts but homogeneity of subgroups could not be attested. The Marianas sample proved the most fatalistic of the populations with 92 percent agreeing with the statement (see Table 39, Appendix I).

### Achievement-Ascription Attitudes

On the sole cue utilized to assess "achievement-ascription" orientations, students were given the proposition "Friendship should not be counted when judging a person's ability." A majority of 58 percent of all Micronesians sampled "agreed" (see Table 22). There did not prove to be any significance in variance between groups (see Table 96). Palau and Truk gave indications of having the highest achievement orientations on this cue (see Table 23, Appendices III and V).

## Attitudes About Natural Rights

An analysis of variance indicated no significance between the districts in the scores generated for the aggregate dimension measuring attitudes supportive and nonsupportive of the concept of "natural rights" (see Table 80).

On the first "natural rights" cue, respondents were asked if they agreed with the proposition "Politicians with bad ideas should not be allowed to speak." No significant variance emerged between districts (see Tables 14 and 88). The population as a whole was almost evenly split on the idea. A majority of the respondents in the Marshalls and Truk agreed with the proposition (see Table 15 in Appendices II and VI). A majority of the respondents in the other districts opposed the idea (see Tables 15 in Appendices I, III, IV and V).

The second query designed to measure attitudes regarding "natural rights" posed the proposition "Even criminals should have their rights." Forty-one percent of the total sample answered negatively with 16.9 percent strongly disagreeing (see Table 21). Statistical significance was indicated in the response patterns between districts (see Table 95). An analysis of the individual differences revealed the student responses obtained in the Marianas were significantly different at the percent level from those generated in all other districts (see Table 176). In this district 70 percent of the respondents supported the rights of criminals (see Table 22, Appendix I). In all districts but Ponape the proposition was supported. In Ponape only 43 percent of the sampled population was in favor of protecting the rights of criminals (see Table 22, Appendix IV).

"The government should stop people from reading books with dangerous ideas in them" was the third proposition related to the concept of natural rights. The pattern of responses of the sample as a whole resembled an inverted platecurtic curve. About half the population agreed and the other half disagreed. They also were fairly evenly divided in the intensity of their responses (see Table 26). No statistically significant variance in the responses between districts were observed (see Table 100).

Toleration was tested with the statement that contended "People with crazy ideas should not be allowed to speak in public." Slightly over half agreed with the idea of suppressing people with unorthodox ideas (see Table 37). Variance in patterns of response to this item was significant at the 5 percent level between districts (see Table III). The computations involved in assessing individual differences between means revealed significant difference in the ways the Marianas and Palauan respondents answered (see Table 182). Sixty eight percent of those from the Marianas agreed with the idea expressed, but only 43 percent of those in the Palau sample indicated agreement (see Tables 38, Appendices I and III).

### Authoritarianism

The variance in the responses to the authoritarian dimension taken as a whole was significant at the 1 percent level (see Table 82). The response pattern from the Marianas proved to be at variance with those generated from all other districts except Truk (see Table 169). The results indicated a high degree of authoritarianism in all districts with the tendencies being most pronounced in the Marianas.

On the first individual query, the populations sampled were queried as to whether they agreed "Obedience and respect for authority are the most important things children should learn." An overwhelming majority, over 80 percent of the total sample, agreed with this authoritarian proposition (see Table 5). The ratio of agree and disagree was nearly opposite to that found by political scientists in stable democratic societies. The F ratio was significant at the 1 percent level or better, indicating variance between districts (see Table 90). However, the F max value also proved significant and, as a consequence, no analysis of the statistical significance of the difference in individual means was deemed appropriate. Support for the proposition ranged from a high of 95 percent in the predominately Catholic Marianas to a very substantial majority of 67 percent in Yap (see Table 17 in Appendices I-VI).

The second item utilized as an index of authoritarianism contended "You should always get even with people who insult you." Fifty-three percent of the total sample "agreed" (see Table 28). The pattern of responses to this query was relatively uniform and without statistical significance (see Table 102). Only in Yap did a majority reject this authoritarian inclination. On Yap 58 percent disagreed with the statement (see Table 29, Appendix VI).

The next authoritarian item to confront the students was the proposition "Everyone should have complete faith in some kind of a god and obey him without question." Fifty-five percent of the Micronesians sampled agreed (see Table 32). The variance between districts proved statistically significant (see Table 106). The variances between the response patterns of the Marianas sample and the samples from Ponape, Palau and Yap were statistically significant. In predominately Catholic Saipan, 70 percent agreed with the proposition.

Only 47 percent of the responendents in Ponape and 51 percent of those in Yap agreed with the majority position expressed in the Marianas (see Table 33 in Appendices I, III, IV and VI).

A small majority agreed with the authoritarian item extrapolated from Rokeach (1960) which holds, "No good person could ever think of hurting a close friend or relative" (see Table 28). Variance on this item between districts did not prove statistically significant (see Table 113). Patterns of response in each district proved very similar with substantial percentages tallied for each response system (see Table 40 in Appendices I-VI).

## Fair Play Attitudes

On the "fair play" dimension there was variance between district scores which was statistically significant at the 1 percent level (see Table 83). The Marianas were most supportive of fair play of the six districts (see Table 171).

The first verbal cue encountered by participants which was designed to measure "fair play" orientation asked if it was "...not fair to say bad things about a person when he isn't around." Here the variances within the total population were considered significant at the 1 percent level or better (see Table 92). Taken as a whole, 54 percent of the population disagreed with the statement (see Table 18). Eighty percent of the respondents from the Marianas "agreed" with the proposition and this placed them strongly at odds with the other districts (see Table 174 and Table 19 of Appendix I).

When the sample was queried as to whether "There is really nothing wrong with lying," a resounding 65 percent disagreed (see Table 13). On this item, there was statistical significance in the patterns of response between groups but without the requisite condition of homogeneity within subgroups (see Table 98). The Marianas were most pronounced in their rejection of the amorality of lying, with 84 percent of the sampled population rejecting the proposition (see Table 25, Appendix I).

Students next confronted the proposition "People who cheat and use tricks never do well." Sixty-one percent of the population as a whole concurred with this statement. Thirty-eight percent felt "strongly" in their agreement (see Table 34). Significant variance between districts was again observed evident (see Table 108). An analysis of individual differences indicated that the sentiment in the Marshalls and Palau were at substantial variance with those revealed in Truk and Yap (see Table 180). In the Marianas 80 percent agreed with the fair play proposition while, at the other end of the response continuum, only 48 percent concurred in Truk (see Table 35, Appendices I and V).

On the last query in Section 2, respondents were asked to agree or disagree with the proposition "A person should never make fun of someone else." Fifty-eight percent of the study population disagreed (see Table 41). There was statistically significant variance in the patterns of reply between groups (see Table 115). An examination of the analysis of individual differences revealed that the results from the Marianas were significantly different from these obtained in all other districts. Over three-fourths of these from the Marianas agreed with the proposition (see Table 42, Appendix I). In all other districts but Truk the majority disagreed (see Table 42, Appendices II-VI).

## Individualistic-Collectivistic Attitudes

On the composite scores generated by each district on the "individualistic-collectivistic" dimension, statistically significant variance (1 percent level) was observed (see Table 83). Ponape's scores were significantly more supportive of a collectivistic orientation than those emanating from the Marshalls, Palau and Yap. The Marshalls respondents indicated they were significantly more supportive of an individualistic orientation than the respondent in Ponape, Truk and the Marianas (see Table 170). In general, the respondents tended to be more collectivistic than individualistic oriented.

On the first query assessing individualistic-collectivistic orientations, respondents were asked if they agreed or disagreed with the proposition "A person makes his own success in life." Approximately 57 percent of the total population sampled either "agreed" or "strongly agreed." The F ratio value indicated the variances between districts could be pooled and there were no significantly different variances. The only district in which a majority of the sample did not agree was Ponape (see Table 18, Appendix IV). In that district only 28 percent of the population agreed with the statement.

The second "individualistic-collectivistic" proposition employed contended "It is better to work in groups than by yourself." Not surprisingly, 63 percent of the total sample "agreed" (see Table 23). However, there was significance in the patterns of response between groups (see Table 97). Interestingly enough, Yap respondents rejected the proposition by a small majority (see Table 24, Appendix VI). Truk had the highest percentage in favor of group-centered endeavor, with 75 percent of the sample in that district supporting the idea (see Table 24, Appendix V).

When confronted with the statement "A person should listen to his family in making career decisions," 69 percent of all Micronesians said they "agreed" (see Table 33). The statistical significance in the patterns of response between districts was at the 1 percent level (see Table 107). An analysis of the individual differences in means revealed that the respondents from the Marianas and the Marshalls were the most divergent in their feelings (see Table 180). Eighty-five percent of those from the Marianas agreed (see Table 34, Appendix I). No doubt the religious factor was operative here. In the Marshalls only 54 percent concurred with that view (see Table 34, Appendix II).

When asked if they felt "Works of art, such as paintings or wood carvings are usually the products of individuals rather than groups," 60 percent of the total sample agreed. There was variance in the response patterns which was significant at the 5 percent level. An analysis of individual differences indicated the patterns of response of the samples in the Marianas and Ponape were significantly different (see Table 29). In the Marianas, 70 percent of the respondents agreed (see Table 41, Appendix I). Only 47 percent of the group from Ponape agreed (see Table 41, Appendix IV). In fact this was the only district where a majority did not agree with the statement.

### Attitudes Relative to the U. S. Role in the Pacific

On the response patterns between districts on the aggregate dimension measuring attitudes supportive or nonsupportive of the United States' role in the Pacific, there was significant variance at the alpha level of 1 percent (see Table 79). However, the patterns of response in the subgroups did not prove homogeneous and no analysis of individual differences was conducted as a result. Response patterns to individual items proved most interesting, however.

There was significant variance between districts in responding to the proposition "...American territories...have generally done very well..." (see Tables 13, 87 and 173). As might be expected, the respondents from the Marianas were the most supportive with over 81 percent agreeing with the proposition (see Table 14, Appendix I). Ironically, the second and third most supportive districts were Palau with 71 percent approving, and Truk with 70 percent agreeing (see Table 14 in Appendices III and V). This is most interesting in light of the fact the "Independence Coalition" is made up principally of representatives from these two districts. Political leaders in these two districts also have been among the more outspoken in their criticism of the United States. Once again, in all districts the proposition was supported by a majority of the respondents. Only in Yap was the issue even close (see Table 15, Appendix VI).

When the respondents were asked if they agreed with the statement "Although they make mistakes, Americans generally mean well," the following results were obtained. Fifty-seven percent of the total population agreed. Only 16.6 percent of the sample "strongly disagreed" (see Table 20). However, variances between districts were considered significant (see Table 94). Significant variance was observed between the response patterns of the Marianas and the Trukese (see Table 175). The respondents from Saipan were far more favorable towards Americans than were the Trukese. Seventy percent of these in the Marianas "agreed," while over 52 percent of those from Truk disagreed (see Tables 21 in Appendices I and V). In all districts but Truk a majority "agreed" with the proposition.

When the respondents were asked to react to the proposition "The people of Micronesia do not need help from anybody," only 26 percent indicated they wanted to go it alone (see Table 25). Because of the high F max value, the data could not be assessed inferentially. However, it is interesting to note that the responses obtained from the Marshalls deviated from the general pattern. Here, a majority, 57 percent, supported the idea of complete self-sufficiency although a substantial minority, 28.9 percent, strongly disagreed with the proposition (see Table 26, Appendix II). The polarization indicated in the pattern of responses (31.2 percent "strongly agreed" with the idea) is in all probability the reason that the requisite condition of homogeneity of subgroups was not met. It would be interesting to see if the pattern of responses to this item in the Marshalls could be replicated. If it could, this would be a strong indication of dissension on the concept of political and economic self-sufficiency in this district.

When the respondents were asked to react to the statement, "The Americans have done a great deal to improve conditions in Micronesia," 73 percent of the total sample "agreed" (see Table 30). However, there was statistically significant variance in the patterns of response between districts at the 1 percent level (see Table 104). The Marianas were the most supportive, with 84 percent of the sample agreeing with the statement (see Table 31, Appendix I). Eighty percent of those sampled in Ponape also agreed (see Table 31, Appendix IV). Those in Palau were the least supportive, with 60 percent agreeing with the statement (see Table 31, Appendix III).

Sixty-eight percent of all of those sampled rejected the contention that the Japanese did a lot more to help the people of Micronesia than have the Americans (see Table 36). Variance in response patterns between the districts was significant at the 5 percent level (see Table 110). An examination of the statistically significant, individual differences revealed some interesting results (see Table 181). Fifty-seven percent of the Marshallese respondents "agreed" with the proposition (see Table 37, Appendix II). Over a third of the respondents from Yap did likewise (see Table 37, Appendix IV). The respondents from Ponape were the most inclined to reject the proposition. In that district only 17 percent of the sample agreed with the statement (see Table 37, Appendix IV). It is interesting to note, given this finding, that during their occupation of the capital city of Kolonia, the Japanese tore down the greater part of a beautiful church erected during the German colonial period. They dismantled the church in order to obtain stone for use in building gun emplacements.

## Semantic Differentials Data

The verbal cues employed in the semantic differentials assessment can conceptually be perceived as falling into three general categories. The cues "school," "books," "teachers" and "education" were designed to test the value relative to education. The terms "Trust Territory Government," United States," "Japan" and "United States Territories" were designed to probe relative assessment of various political entities. The verbal cues "friends," "work," "money," "religion" and "Micronesian culture" were designed to probe assessment of values about which various quasi-anthropological studies of Micronesia have generalized.

### Education

The first concept to be assessed utilizing the semantic differential involved education. Students were asked to react to the concept of "school" on four different rating scales. The mean value on the "good-bad" assessment was a very high 6.782 for the population as a whole (see Table 58). No analysis of individual differences was deemed appropriate given the results of the analysis of variance (see Table 116). The mean score for the "kind-cruel" assessment was 5.366 (see Table 58). The mean value for the total population was 6.225 for the "beautiful-ugly" scale. There was significant variance between response patterns of individual districts on this scale (see Tables 118 and 186). The assessment was highest in Truk (see Table 59, Appendix V). It was lowest in the Marianas (see Table 59, Appendix I). The respondents as a whole tended to perceive of the school as being neuter (see Table 58).

"Books," a concept sometimes associated by adolescents with an educational context, was also assessed by the study population. While most respondents tended to perceive of "books" as "good" and "beautiful," they weren't as unanimous in their assessment in terms of the descriptors "kind-cruel" (see Table 61). While the overall mean value was 4.897, there were significant differences between individual means (see Tables 129 and 187). Ratings from the Marianas, Marshalls and Ponape gravitated towards the center of the scale, while those from the other districts tended to average a full point higher (see Table 62, Appendices I-VI). The aggregate mean for the potency, criterion variable was a comparatively low 3.688.

The concept of "teachers" received a high aggregate assessment. On the three evaluative scales the means were 6.471, 5.175 and 5.914 (see Table 62). There was some variance between the response patterns of individual districts on the "kind-cruel" scale (see Tables 133 and 189). Responses tended to exceed the value of 5 in all but the Marianas and the Marshalls (see Table 63, Appendices I-VI). Respondents tended to give "teachers" a neutral rating in the potency criterion scale.

The concept of "education" received very high assessments on all three evaluative scales for the district as a whole. For "good-bad" the mean value was 6.713, for "kind-cruel" the mean score was 5.236 and for "beautiful-ugly" the average score was 6.069 (see Table 68).

"Education" received a mildly feminine assessment throughout the Trust. The mean value for the Trust Territory as a whole was 3.925. Significant variance between districts was observed utilizing the antonym "kind-cruel" (see

Tables 157 and 198). The Marshalls deviated from the generally favorable assessment awarded on this scale. The mean score for the Marshalls' respondents was only 4.106 (see Table 69, Appendix II).

Governments

When the student population was asked to rate the concept of "Trust Territory Government," the following data emerged. The sample as a whole responded very favorably on the "good-bad" scale. The concept earned a high 6.342 average assessment (see Table 59). The pattern was slightly less positive on the "kind-cruel" scale as the total sample provided a mean rating of 5.070. The 5.897 average rating provided by the respondents on the "beautiful-ugly" assessment was not duplicated in the response patterns of the individual districts (see Tables 122 and 186). However, in every district the central tendency of the response pattern was skewed towards the positive side (see Table 60, Appendices I-VI).

The respondents were asked to rate the proper noun "United States" on the set of four scales. The sample as a whole provided a very positive 6.5 rating (see Table 60). The highest assessment on this particular scale was generated by the respondents in Palau (see Table 61, Appendix III). The mean value dropped to 4.897 on the "kind-cruel" evaluation and rebounded to a 6.125 mean on the "beautiful-ugly" rating. The potency scale "masculine-feminine," was a comparatively low value of 3.917. There were no significant differences in individual means where the response patterns in the subgroups proved homogeneous.

The respondents were also asked to react to the concept of "United States Territories." Consensus was achieved between districts on the rating scales employing "good-bad" and "masculine-feminine."(see Table 64). On the former the rating was 6.309 and on the latter the average was 3.899. On the ratings employing "kind-cruel," the Marshalls proved to be the most reserved (see Tables 140 and 194). The average rating in this district was only 3.767 (see Table 65, Appendix II). The mean for the trusteeship, as a whole, on this scale was 4.925. When the antonyms "beautiful-ugly" were used, the aggregate mean proved to be 6.140. Although there was significant difference between districts on this scale, all ratings were comparatively high.

The data generated on the semantic differential employed for the concept of "Japan" were most interesting. The aggregate rating on the "good-bad" scale was only 4.807 (see Table 63). It was even lower on the "kind-evil" scale, averaging a value of only 4.125. However, on this scale there were significant differences between districts (see Tables 137 and 190). The lowest rating was provided by the respondents from Truk. Their assessment averaged only 3.558 (see Table 64, Appendix V). The highest average rating on an evaluative scale was achieved utilizing the "beautiful-ugly" descriptor. The potency ratios for the population as a whole was higher than the average assessment on this criterion achieved by the concept "United States."

## Other Social Values

The concept of "friends" was employed in the semantic differential for two reasons. First, it was hoped that something as inherently positive as "friends" might provide a check on the response validity of this section of the instrument. Had the response pattern for "friends" gravitated toward the descriptor "bad," one would assume that the worth of any data emanating out of this section of the instrument would be highly questionable. Second, it was anticipated that the intensity of the reactions to the concept of "friends," when compared with some other more Gesellschaft concepts, would provide another indicator of comparative "ascriptiveness."

The results indicated that both purposes had been achieved (see Table 65). The data, taken in aggregate, revealed that "friends" were considered both "good" and "beautiful." The rating on the "masculine-feminine" continuum was toward the center of the scale. However, there were significant differences in the individual means generated by districts on the scale "beautiful-ugly" (see Tables 146 and 193).

The task oriented concepts of "work" and "money" produced some interesting results and a substantial amount of variance between districts (see Tables 66 and 67). The total population generated a high mean assessment on the "good-bad" scale for both concepts. The average rating for "work" was 6.227, and the mean score for the latter was an even higher 6.673 (see Tables 66 and 67). Scores were lower on the other two evaluative scales for both concepts.

Significant variance was observed between districts for these concepts on the "kind-cruel" and "beautiful-ugly" scales (see Tables 149, 150, 153, 154, 194, 195, 196 and 197). "Work" received a significantly higher rating on the "kind-cruel" scale in Palau, Truk and Yap than in the Marianas (see Tables 67, Appendices I-VI). On the "beautiful-ugly" scale the Marianas once again gave "work" the least positive assessment. "Money," as a concept, received the most positive assessment in Palau (see Table 68, Appendix III). The high assessments, which were generally observed for the concept of "money," reflect materialistic values. The fact that "work" received generally positive assessment indicates that, at least in a superficial sense, this achievement-oriented concept is not disesteemed.

The concept of "religion" received comparatively high assessments on the evaluative scales and a relatively low assessment on the potency scale. On the "good-bad" scale the overall rating was 6.371, and on the "masculine-feminine" assessment the mean score was 3.878 (see Table 69). There were no significant variances on the assessments between districts which met the conditions for a test of the statistical significance of individual differences (see Tables 160-163).

On the last semantic differential employed, respondents were asked to react to the concept of "Micronesian Culture." This item was assumed to provide one possible, if imprecise, indicator of cultural self-esteem. The results were quite interesting. The overall mean value for the evaluative scale having the highest validity "good-bad," was 5.968 (see Table 70). The average score for the Trusteeship, as a whole, on "kind-cruel" was only 4.907, and for "beautiful-ugly" a somewhat more positive 5.584. Most surprising was the low potency rating generated by the studies population as a whole. The average score of 2.813 was the lowest mean value generated by the respondents. This data would indicate that there is some reason to believe that the study participants may have some reservations about the validity of their indigenous culture. Most importantly, the respondents may feel their culture is weak and impotent.

Variance between district response patterns was observed on the "kind-cruel" and "beautiful-ugly" scales. The data were amenable to an assessment of the significance of the individual differences (see Tables 165, 166, 199 and 200). Palau, Truk and Yap revealed generally higher evaluations on the "kind-cruel" scale (see Table 71 in Appendices I-VI). On the "beautiful-ugly" rating, the Marianas respondents provided the lowest mean rating.

## Respondent Attitudes About the Preferred Political Status of Micronesia

Some of the most interesting data was generated by the query probing the preferred political status for Micronesia. Three-fourths of the total population sampled indicated a preference for some arrangement involving political affiliation with the United States (see Table 56). The single most popular option was "United States Territory." Thirty-four percent of the sample preferred that option. The second most popular option was "Free Association with the United States," with 18.8 percent of the sample selecting that preferred future status. It is interesting to note that only one in ten was in favor of continuing the present "Trust Territory" arrangement.

"Territorial Status" was most preferred in the Marianas. Here 42.4 percent selected that option. "Statehood" was preferred by another 10.8 percent of the sample in Saipan (see Table 57, Appendix I). Evidently these students share the attitude expressed by their elders in the District Legislature of the Marianas.

"Independence" was most popular with students in Truk. Thirty-two percent wanted "complete independence for all of Micronesia" and 15.5 percent preferred independence for just their islands. Once again the findings in Truk tend to reflect to some extent the political statements made by their elders. However, even in Truk the independence option elicited less than half of the responses (see Table 57 in Appendix V).

Response patterns in the other four districts were similar and conformed to the pattern evidenced for the Trust Territory as a whole. With the exception of the Marianas respondents, who were inclined toward United States Territorial status, and the Trukese, who were about evenly divided between independence and some form of association with the United States, most respondents desired some form of constitutional alignment with the American government.

## Attitudes Toward Other Districts

In order to determine how respondents from each district felt about other island groups in the Trusteeship and thereby obtain some indication of the homogeneity of Micronesia as a social and political system, two questions were asked. First, respondents were asked which of the districts, other than their own, they would most like to visit. Second, respondents were asked to rate the peoples of the other districts on a seven-point scale from "very good" to "very bad."

On the first criterion assessment, the Marianas fared best. Thirty-four percent of those responding indicated they would most like to visit the Marianas (see Table 11). Ponape attracted the next highest number of potential tourists with almost 24 percent wanting to visit that district center first. Yap is evidently something of an enigma as only 3.7 percent of the respondents indicated this district as their first choice.

The Marianas proved to be the first choice in each of the other districts (see Tables 12, Appendices I-VI). This is no doubt due in part to the fact that the Trust headquarters are located on Saipan in the Marianas. The attendant name familiarity may have played a role in this district's popularity. Of the people sampled in the Marianas, over half preferred to visit Ponape first (see Table 12, Appendix I).

Interestingly enough, the Marianas popularity held up in the second criterion indicator. On a seven-point scale from "good" to "bad" the Marianas enjoyed a highly positive 5.585 average rating (see Table 71). Ponape and Truk came in with nearly identical mean ratings, with the former having a 5.293 average and the latter a 5.340. Further confirmation of the mystery of Yap was provided on this criterion measure. Yap received a positive 4.819 rating but once again was low man on the totem pole. The pattern evident in the aggregate data, by-in-large, was replicated by the data generated by each individual district.

## Factoral Analysis of Attitudinal Cues

On the Rotated Factor Matrix, a maximum of 10 rotations was specified. Of the factors that were generated, two cluster patterns emerged (see Table 73). One set emerged from the first computation. Several of the items having significant factor loadings appeared in similar but less complete, subsequent factors. An analysis of the significant items, those which had 20 percent or more of factor explained variance and which appeared as significant in four or more of the other nine rotations, revealed some interesting similarities. The second factor was generated in the sixth rotation. Many of these items surfaced again in the eighth computation. This factor was composed of fewer items and did not reveal the meaningful relationships that appeared evident in the first.

The factor that emerged most prominently has been described as a "community norms" cluster. This descriptor emerged from an analysis of: (1) response patterns, (2) percentage of factor explained variance and (3) item content. Three of the items that factored were generated from the "authoritarian dimension," two from the "fair play" dimension and two from the "individualistic-collectivistic" dimension, and one from the "education orientation" dimension. The composition of the "community norms" factor is summarized as follows:

| Item | Dimension | % Agree | % Disagree | Approximate % of Factor Explained Variance |
|---|---|---|---|---|
| Obedience and respect for authority are the most important things children should learn | Authoritarianism | 81.2 | 18.7 | 21.0 |
| Everyone should have complete faith in some kind of a god and obey him without question | Authoritarianism | 55.3 | 44.6 | 28.0 |
| No good person could ever think of hurting a close friend or relative | Authoritarianism | 54.1 | 45.8 | 21.5 |
| Politicians with bad ideas should not be allowed to speak | Natural rights | 49.7 | 50.2 | 25.0 |
| Even criminals should have their rights | Natural rights | 58.0 | 41.0 | 24.5 |
| It is not fair to say things about a person when he is not around | Fair play | 45.1 | 54.8 | 21.0 |
| People who cheat and use tricks never do well | Fair play | 61.6 | 58.4 | 31.0 |
| A person should listen to his family in making career decisions | Individualistic-Collectivistic | 69.5 | 30.5 | 21.0 |
| It is better to work in groups than by yourself | Individualistic-Collectivistic | 63.5 | 36.2 | 21.0 |
| You need to go to school to know how to enjoy life | School orientation | 72.4 | 27.6 | 22.0 |

Each of the items that clustered together suggests the necessity for conformist behavior. They indicate community held norms and often express some value in a moralizing way.

As Robert Lane (1965) has pointed out, the values of "democracy" stress diversity and the values of "community" stress conformity. The values supported by a substantial number of this study population on each of these items implicitly emphasize the virtue of some community norm. Diversity and individualism, two hallmarks of a democratic belief system and a liberal society, are not in evidence.

Seven potential factors were employed in the rotated factor matrix of the 13 concepts employed in the semantic differential assessments. The responses to each of the four component scales were factored separately. Two clusters, suggestive of natural factors, emerged from the analysis.

The fourth factor generated on the "good-bad" scale revealed five items having significant factor weighings.

These analyses are summarized below:

| Item | Dimension | Mean Score | Approximate % of Factor Explained Variance |
|---|---|---|---|
| Schools | Education | 6.782 | 20.5 |
| Trust Territory Government | Government | 6.342 | 22.5 |
| Books | Education | 6.650 | 31.5 |
| Teachers | Education | 6.471 | 31.0 |
| Work | Achievement-Ascription | 6.227 | 25.5 |

The second factor cluster was even more significant and emerged in the potency scale, "masculine-feminine" (see Table 77). The analysis that emerged in the fifth factor is summarized as follows:

| Item | Dimension | Mean Score | Approximate % of Factor Explained Variance |
|---|---|---|---|
| Schools | Education | 3.777 | 30.5 |
| Books | Education | 3.688 | 28.5 |
| Teachers | Education | 3.808 | 29.5 |
| Work | Achievement-Ascription | 3.901 | 24.5 |
| Education | Education | 3.925 | 29.5 |

The two cluster patterns are strikingly similar. Evidently the study population interrelates educational concepts and associates education with achievement-oriented activity and the Trust Territory Government.

The findings are not particularly startling, but they are reassuring because of their implicit logic. They indicate that the participants had a fairly coherent and comprehensive perception of educationally related verbal symbols. The participants appear to have seen education as an achievement-oriented phenomenon as opposed to a consummatory or ascriptive activity.

These factoral data on the semantic differentials also provide a degree of validation for the methodology employed and the findings for such analyses utilizing the attitudinal queries.

## SUMMARY OF FINDINGS

One of the methodological biases of exploratory, inductive research involves the tendency to seek similarities among and differences between phenomena. In effect that is what this empirical one-time, one-place inventory of socialization sought to do. In summarizing the findings and in the suggestion of any possible significance, it is perhaps easiest to organize the discussion in terms of similarities and differences in the identified profiles.

### Patterns Characteristic of Micronesia as a Whole

In the area of motivation, the aculturation of young Micronesians provides some interesting juxtapositions. The present curriculum of the schools has evidently been very successful in imbuing young Micronesians with highly positive attitudes towards education. The data indicate this is certainly true in a symbolic sense, at least. Both on the individual verbal cues and the semantic differentials, Micronesians responded favorably to educational values. There was some variance between districts, but all groups indicated a relatively high assessment of educational values.

On the "present future" dimension, the populations of each district appeared to be in general agreement, but the consistency of the response pattern was curious. An analysis of the component items suggests young Micronesians generally believe it is a good thing to try to plan ahead. However, they still appear to feel that despite all the planning, man is still at the mercy of fate. For instance, 70 percent agreed "...to do better in life, you have to plan ahead." However, a suspicion that the best plans of man may run afoul of circumstance was evident in the responses to "You cannot know what will happen in the future." Three-fourths of the population agreed with this proposition. This researcher suspects the "present orientation" in evidence might have been much more pronounced had the inventory been conducted 15 years ago. He further suspects the schools may have had a role in the apparent feeling that planning is probably a good, if possibly futile, thing. However, he has no data to justify this.

Surprisingly, almost 60 percent of the students selected the achievement over the ascription response option. Perhaps the commitment to achievement would not have been as great had the item been expressed in terms of some specific situation. If the ascriptive quality had been defined as "family ties" instead of "friendship," the response pattern might also have been different. Nevertheless, the willingness to accept a modicum of objectivity in judging a person's ability is interesting and bodes well.

In general, the population sampled gives evidence of being somewhat more motivated than many writers in the area would have us believe. From the standpoint of surviving a "cultural confrontation" with an achievement-oriented outer world, any trend in this direction is positive.

The similarities in the profiles of political socialization are not as uniformly satisfying, although there are some promising patterns.

That idea most precious to the quality of life in a liberal democracy, "natural rights," has clearly not taken root with most of the population. However, some variance exists between districts. It would be interesting if we could separate out the responses of individuals who are destined to be "community influentials." Research by Stouffer (1960) in the United States has indicated these persons are more likely to be adequately socialized towards this concept than the common man. In any case, one of the objectives of a social studies curriculum is clearly not being attained.

The gloom is intensified when you examine the central tendency data on the dimension of authoritarianism. A majority of the population agreed with the authoritarian response option on every item. Concurrence with the need to defer to authority reached a high of 80 percent on one item. Authoritarian people do not make effective participants in a democratic society. Authoritarian political systems do not make easy neighbors for democratic states.

There were persistent and consistent patterns of variance in the "fair play" as well as the "individualistic-collectivistic" dimension. There was also some variance of an erratic nature with regards to the collective assessment of the United States role in the Pacific. Most of the respondents in all but one of the districts gave the United States a generally favorable assessment. The esteem expressed was markedly higher than that evidenced for America's principal competitor in the area, Japan. This pattern surfaced in both the attitudinal dimensions and semantic differentials. Even more important was the pattern of responses to the query eliciting views about the preferred political future of Micronesia. In all but one district, a wide majority favored some sort of constitutional arrangement with the United States.

If we assume that some new form of political organization for Micronesia is inevitable and that this arrangement will provide the peoples of these islands with more autonomy, the respondent's perceptions of one another become of great interest. The evidence suggests that the patterns of perception and preference vary.

Perhaps the most interesting data, reflecting areawide consensus, was gleaned from the factor analysis. An analysis of the factoral data for the territory as a whole, in conjunction with a cursory review of the equivalent data for each district, indicates a modicum of congruence. The profile generated from the rotated factor matrix might be interpreted as representing an areawide, inductively-generated cultural profile.

An examination of the component items reveals this cultural profile is predominately political and prescriptive in nature. The cultural profile emphasizes obedience and respect for authority. It stresses humility in the face of nature. The values of personalism are evident as well as a strong willingness to defer to family and peer groups in decision making. In all factor items a strong sense of moralizing is evident.

The factor analysis emanating out of the semantic differentials, interrelates "task oriented" concepts. In a sense, it suggests the respondents interrelate the concepts associated with the government attempts to socialize them with nonindigenous values. "Books," "teachers," "schools" and the "Trust Territory Government" are mechanisms largely brought in from the outside world to induce the student to work.

## Variance Between Districts in the Areas of Socialization and Aspiration

In perusing the data, one is struck by the distinctive patterns that emerge for each district. The people of Micronesia are not all alike. They vary in their patterns of socialization, perceptions and aspirations. It certainly would be unwise to administer the region politically, or even operate the school system on the assumption the populations of the districts were all alike. Such variances also should be taken into consideration in any deliberation regarding the political arrangements for the future.

Perhaps the most atypical of the districts is the Marianas. Their socialization profile reveals many similarities with an earlier profile generated by Chamorros in Guam. The prevalance of Catholicism may be an important factor in their attitudes toward "fair play." The respondents from the Marianas were far more inclined to support "fair play" prescriptions than were the respondents of any other district. However, they also were more authoritarian and collectivistic in their attitudes than were the respondents of other districts. Previous research in the sociology of religion suggests the Catholic influence may play a role in the development of these attitudes. The Marianas respondents were also the most pro-American. They favored United States territorial status as the future political arrangement they desired most. Their proximity to the booming American Territory of Guam is undoubtedly a factor in this matter of preference.

Yap also emerged with a distinctive profile. Respondents from other districts appear to be the least knowledgeable about Yap. The Yapese respondents were the least inclined to leave their district and gave evidence of being the most satisfied with the status quo.

The profile emanating from Ponape was similar in many respects to that of Yap. The most striking difference between the Ponapese and the Yapese was in the area of travel. The Ponapese were more eager to go abroad.

The response patterns for the respondents from Palau and Truk were similar in many respects and at variance from the others. However, they were significantly different in one important area. Both proved cosmopolitan with the Palauans most inclined to visit the United States mainland. Both groups revealed relatively high motivation orientations with the Palauan respondents being the most inclined to aspire to post high school training. Both Palau and Truk respondents revealed generally more adequate socialization profiles in the area of political values. Truk respondents were somewhat disdainful of the United States' role in the Pacific and proved the only district where a majority of the respondents favored a political future excluding any form of association with the United States. The Trukese respondents answers to the "fair play" items is also suggestive of a greater degree of social hostility than the response pattern generated from Palau. In general, both groups of respondents appear to be motivated and politically inclined. However, there is greater evidence that the respondents from Palau understand the importance of the rules of the game and have a greater respect for the values attendant to democracy.

## RECOMMENDATIONS

Much of the literature written about Micronesia has assumed the existence of a cultural stereotype. This research has inductively identified several areas where there is consensus in cultural values. However, it also has revealed significant differences between districts in specific areas of motivation, politicization and aspiration. The differences should be accommodated in administrative strategies and education curricula.

Increased self-governmental and political autonomy will require more adequate socialization with regards to the values and assumptions of an operant democracy. While Micronesians need not abondon their collectivistic values, a substantial reduction in authoritarianism and an increased familiarity with the concepts of "fair play" and "natural rights" is needed. The social studies curriculum should be modified as appropriate. Hopefully, the American government will conduct its affairs and relations with Micronesia in ways which enhance the already generally favorable attitude of most island peoples toward this country.

This research also has tended to suggest that much of the blanket criticism of the schools of Micronesia is unwarranted. The participants in the study did surprisingly well in the area of motivation. They gave evidence of desiring more education and indicated, for the most part, that they had a healthy curiosity about the outside world.

The fact this study could be conducted at all indicates real progress on the part of the people of Micronesia and their schools. This researcher suspects that the inventory could not have been conducted 15 or even 5 years ago.

It could not have been conducted 15 years ago because the few students that would have been attending the eighth grade would have hardly represented an adequate sample. It could not have been conducted 5 years ago because the verbal proficiency of the participants in the target age group would not have been adequate to obtain valid results.

The data herein detailed should be treated as a base line measure of socialization for plotting future progress of the schools in imbuing students with a viable synthesis of traditional and modern values. Such a cultural synthesis should be consciously designed to be capable of sustaining increased self-government and democracy. Such a cultural synthesis also should provide an internalized shield to parry the more corrosive influences of the outside world.

## TABLE 1

## SEX CHARACTERISTICS OF RESPONDENTS

| Sex | N | Percent |
|---|---|---|
| Male | 332 | 59.4 |
| Female | 225 | 40.4 |
| No Answer | 2 | 0.2 |
| Total | 559 | 100.0 |

## TABLE 2

## SUMMARY OF RESPONDENT CHARACTERISTICS BY PLACE OF BIRTH

| Districts | N | Percent |
|---|---|---|
| Marianas | 82 | 14.7 |
| Marshalls | 89 | 16.0 |
| Palau | 89 | 16.0 |
| Ponape | 93 | 16.7 |
| Truk | 98 | 17.5 |
| Yap | 100 | 17.8 |
| Other | 6 | 1.0 |
| No Answer | 2 | 0.3 |
| Total | 559 | 100.0 |

## TABLE 3

## SUMMARY OF RESPONDENT CHARACTERISTICS BY FATHER'S PLACE OF BIRTH

| Districts | N | Percent |
|---|---|---|
| Marianas | 55 | 9.9 |
| Marshalls | 86 | 15.4 |
| Palau | 90 | 16.2 |
| Ponape | 86 | 15.4 |
| Truk | 87 | 15.5 |
| Yap | 94 | 16.8 |
| Other | 57 | 10.1 |
| No Answer | 4 | 0.7 |
| Total | 559 | 100.0 |

## TABLE 4

## SUMMARY OF RESPONDENT CHARACTERISTICS BY INTENT TO FINISH HIGH SCHOOL

| Intent | N | Percent |
|---|---|---|
| Yes | 452 | 80.9 |
| No | 104 | 18.6 |
| No Answer | 3 | 0.5 |
| Total | 559 | 100.0 |

## TABLE 5

## SUMMARY OF RESPONDENT CHARACTERISTICS BY INTENT TO ATTEND POST HIGH SCHOOL TRAINING

| Intent | N | Percent |
|---|---|---|
| Yes | 445 | 79.9 |
| No | 110 | 19.6 |
| No Answer | 4 | 0.5 |
| Total | 559 | 100.0 |

## TABLE 6

## SUMMARY OF RESPONDENT CHARACTERISTICS BY PREFERRED PLACE FOR POST HIGH SCHOOL TRAINING

| Where | N | Percent |
|---|---|---|
| Guam | 154 | 27.7 |
| Hawaii | 179 | 32.2 |
| Community College of Micronesia | 64 | 11.4 |
| Micronesian Occupational Center | 44 | 7.8 |
| Don't Plan to Attend | 33 | 5.9 |
| Other | 79 | 14.1 |
| No Answer | 6 | .9 |
| Total | 559 | 100.0 |

## TABLE 7

## SUMMARY OF COMBINED GROUPS RESPONDENT BY PRIMOGENITURE CHARACTERISTIC

| Response | N | Percent |
|---|---|---|
| Yes | 138 | 24.7 |
| No | 419 | 75.1 |
| No Answer | 2 | 0.2 |
| Total | 559 | 100.0 |

## TABLE 8

## SUMMARY OF RESPONDENT CHARACTERISTICS BY AREA LIVED MOST OF LIFE

| Area | N | Percent |
|---|---|---|
| District Center | 416 | 74.8 |
| Outer Island | 128 | 22.8 |
| Other | 11 | 1.9 |
| No Answer | 4 | 0.5 |
| Total | 559 | 100.0 |

## TABLE 9

## SUMMARY OF RESPONDENT CHARACTERISTICS BY PREFERENCE TO TRAVEL OUTSIDE MICRONESIA

| Response | N | Percent |
|---|---|---|
| Yes, a Great Deal | 317 | 57.0 |
| Yes, Somewhat | 107 | 19.1 |
| Not Really | 95 | 16.9 |
| Not At All | 34 | 6.0 |
| No Answer | 6 | 1.0 |
| Total | 559 | 100.0 |

## TABLE 10

## SUMMARY OF RESPONDENT CHARACTERISTICS BY PLACE MOST PREFERRED TO VISIT

| Place | N | Percent |
|---|---|---|
| Guam | 78 | 13.9 |
| Hawaii | 269 | 48.5 |
| Japan | 23 | 4.1 |
| United States Mainland | 157 | 28.0 |
| None of These | 29 | 5.1 |
| No Answer | 3 | .4 |
| Total | 559 | 100.0 |

## TABLE 11

## SUMMARY OF RESPONDENT CHARACTERISTICS BY PREFERENCE OF ISLAND GROUPS, OTHER THAN OWN, WOULD LIKE TO VISIT

| Preference | N | Percent |
|---|---|---|
| Marianas | 192 | 34.7 |
| Marshalls | 66 | 11.8 |
| Palau | 48 | 8.5 |
| Ponape | 134 | 23.9 |
| Truk | 31 | 5.5 |
| Yap | 21 | 3.7 |
| None | 64 | 11.4 |
| No Answer | 3 | 0.5 |
| Total | 559 | 100.0 |

## TABLE 12

## SUMMARY OF RESPONSES TO ITEM #1

"Education makes a man what he is."
("Agree" responses are assumed indicative of supportive attitudes regarding education.
"Disagree" responses are assumed indicative of nonsupportive attitudes regarding education.)

| Response | N | Percent |
|---|---|---|
| Strongly Agree | 303 | 54.3 |
| Agree | 161 | 28.8 |
| Disagree | 43 | 7.6 |
| Strongly Disagree | 52 | 9.3 |
| No Answer | 0 | 0.0 |
| Total | 559 | 100.0 |

## TABLE 13

## SUMMARY OF RESPONSES TO ITEM #2

"The American Territories in the Pacific, such as Guam, have generally done very well."
("Agree" responses are assumed indicative of a relatively favorable assessment of the American role in the Pacific basin.
"Disagree" responses are assumed indicative of a relatively unfavorable assessment of the American role in the Pacific basin.)

| Response | N | Percent |
|---|---|---|
| Strongly Agree | 193 | 31.0 |
| Agree | 192 | 34.5 |
| Disagree | 120 | 17.8 |
| Strongly Disagree | 92 | 16.4 |
| No Answer | 2 | 0.3 |
| Total | 599 | 100.0 |

## TABLE 14

## SUMMARY OF RESPONSES TO ITEM #3

"Politicians with bad ideas should not be allowed to speak."
("Disagree" responses are considered indicative of attitudes supportive of the democratic concept of "natural rights."
"Agree" responses are considered indicative of attitudes nonsupportive of the democratic concept of "natural rights.")

| Response | N | Percent |
|---|---|---|
| Strongly Agree | 135 | 24.2 |
| Agree | 142 | 25.5 |
| Disagree | 140 | 25.0 |
| Strongly Disagree | 141 | 25.2 |
| No Answer | 1 | 0.1 |
| Total | 559 | 100.0 |

## TABLE 15

## SUMMARY OF RESPONSES TO ITEM #4

"It is better to be concerned about the present than the future."
("Disagree" responses are assumed indicative of a "future" orientation.
"Agree" responses are assumed indicative of a "present" orientation.)

| Response | N | Percent |
|---|---|---|
| Strongly Agree | 151 | 27.1 |
| Agree | 159 | 28.5 |
| Disagree | 135 | 24.1 |
| Strongly Disagree | 113 | 20.2 |
| No Answer | 1 | 0.1 |
| Total | 559 | 100.0 |

## TABLE 16

## SUMMARY OF RESPONSES TO ITEM #5

"Obedience and respect for authority are the most important things children should learn."
("Agree" responses are assumed indicative of an "authoritarian personality."
"Disagree" responses are assumed indicative of a "nonauthoritarian personality."

| Response | N | Percent |
|---|---|---|
| Strongly Agree | 310 | 55.7 |
| Agree | 143 | 25.5 |
| Disagree | 56 | 10.0 |
| Strongly Disagree | 49 | 8.7 |
| No Answer | 1 | 0.1 |
| Total | 559 | 100.0 |

## TABLE 17

## SUMMARY OF RESPONSES TO ITEM #6

"A person makes his own success in life."
("Agree" responses are assumed indicative of attitudes supportive of "individualism."
"Disagree" responses are assumed indicative of attitudes supportive of "collectivistic" values.)

| Response | N | Percent |
|---|---|---|
| Strongly Agree | 159 | 28.6 |
| Agree | 161 | 28.8 |
| Disagree | 138 | 24.6 |
| Strongly Disagree | 98 | 17.5 |
| No Answer | 3 | 0.5 |
| Total | 559 | 100.0 |

## TABLE 18

## SUMMARY OF RESPONSES TO ITEM #7

"It is not fair to say bad things about a person when he is not around."
("Agree" responses are assumed indicative of attitudes supportive of western concepts of "fair play."
"Disagree" responses are assumed indicative of attitudes nonsupportive of western concepts of "fair play.")

| Response | N | Percent |
|---|---|---|
| Strongly Agree | 152 | 27.1 |
| Agree | 155 | 27.8 |
| Disagree | 126 | 22.6 |
| Strongly Disagree | 125 | 22.4 |
| No Answer | 1 | 0.1 |
| Total | 559 | 100.0 |

## TABLE 19

## SUMMARY OF RESPONSES TO ITEM #8

"Most smart people I know did not need a lot of school."
("Disagree" responses are assumed indicative of supportive attitudes regarding education.
"Agree" responses are assumed indicative of nonsupportive attitudes toward education.)

| Response | N | Percent |
|---|---|---|
| Strongly Agree | 87 | 15.5 |
| Agree | 107 | 19.2 |
| Disagree | 167 | 29.9 |
| Strongly Disagree | 197 | 35.3 |
| No Answer | 1 | 0.1 |
| Total | 559 | 100.0 |

## TABLE 20

## SUMMARY OF RESPONSES TO ITEM #9

"Although they makes mistakes, Americans generally mean well."
("Agree" responses are assumed indicative of a relatively favorable assessment of the American role in the Pacific basin.
"Disagree" responses are assumed indicative of a relatively unfavorable assessment of the American role in the Pacific basin.)

| Response | N | Percent |
|---|---|---|
| Strongly Agree | 145 | 26.0 |
| Agree | 173 | 31.0 |
| Disagree | 147 | 26.3 |
| Strongly Disagree | 93 | 16.6 |
| No Answer | 1 | 0.1 |
| Total | 559 | 100.0 |

## TABLE 21

## SUMMARY OF RESPONSES TO ITEM #10

"Even criminals should have their rights."
("Agree" responses are considered indicative of attitudes supportive of the democratic concept of "natural rights."
"Disagree" responses are considered indicative of attitudes nonsupportive of the democratic concept of "natural rights.")

| Response | N | Percent |
|---|---|---|
| Strongly Agree | 157 | 28.0 |
| Agree | 168 | 30.0 |
| Disagree | 139 | 25.0 |
| Strongly Disagree | 94 | 16.9 |
| No Answer | 1 | 0.1 |
| Total | 559 | 100.0 |

## TABLE 22

## SUMMARY OF RESPONSES TO ITEM #21

"Friendship should [illegible] be counted when judging a person's ability."
("Agree" responses are assumed indicative of a propensity to assign status on the basis of "achievement" criteria.
"Disagree" responses are assumed indicative of a propensity to assign status on the basis of "ascriptive criteria.)

| Response | N | Percent |
|---|---|---|
| Strongly Agree | 156 | 28.0 |
| Agree | 169 | 30.3 |
| Disagree | [illegible] | 25.0 |
| Strongly Disagree | 92 | 16.4 |
| No Answer | 2 | 0.3 |
| Total | 559 | 100.0 |

## TABLE 23

## SUMMARY OF RESPONSES TO ITEM #12

"It is better to work in groups than by yourself."
("Agree" responses are assumed indicative of attitudes supportive of "collectivistic" values.
"Disagree" responses are assumed indicative of attitudes supportive of "individualism.")

| Response | N | Percent |
|---|---|---|
| Strongly Agree | 182 | 32.7 |
| Agree | 172 | 30.8 |
| Disagree | 107 | 19.1 |
| Strongly Disagree | 96 | 17.1 |
| No Answer | 2 | 0.3 |
| Total | 559 | 100.0 |

## TABLE 24

## SUMMARY OF RESPONSES TO ITEM #13

"There is nothing really wrong with lying."
("Agree" responses are assumed indicative of attitudes nonsupportive of western concepts of "fair play."
"Disagree" responses are assumed indicative of attitudes supportive of western concepts of "fair play.")

| Response | N | Percent |
|---|---|---|
| Strongly Agree | 99 | 17.7 |
| Agree | 100 | 17.8 |
| Disagree | 149 | 26.6 |
| Strongly Disagree | 209 | 37.6 |
| No Answer | 2 | 0.3 |
| Total | 559 | 100.0 |

## TABLE 25

## SUMMARY OF RESPONSES TO ITEM #14

"The people of Micronesia do not need any help from anybody."
("Disagree" responses are assumed indicative of a relatively favorable assessment of the American role in the Pacific basin.
"Agree" responses are assumed indicative of a relatively unfavorable assessment of the American role in the Pacific basin.)

| Response | N | Percent |
|---|---|---|
| Strongly Agree | 85 | 15.2 |
| Agree | 65 | 11.6 |
| Disagree | 135 | 24.1 |
| Strongly Disagree | 273 | 49.0 |
| No Answer | 1 | 0.1 |
| Total | 559 | 100.0 |

## TABLE 26

## SUMMARY OF RESPONSES TO ITEM #15

"The Government should stop people from reading books with dangerous ideas in them."
("Disagree" responses are considered indicative of attitudes supportive of the democratic concept of "natural rights."
"Agree" responses are considered indicative of attitudes nonsupportive of the democratic concept of "natural rights.")

| Response | N | Percent |
|---|---|---|
| Strongly Agree | 147 | 26.3 |
| Agree | 128 | 22.9 |
| Disagree | 127 | 22.8 |
| Strongly Disagree | 156 | 27.9 |
| No Answer | 1 | 0.1 |
| Total | 559 | 100.0 |

## TABLE 27

## SUMMARY OF RESPONSES TO ITEM #16

"People who are always planning for the future never have any fun."
("Disagree" responses are assumed indicative of a "future orientation.
"Agree" responses are assumed indicative of a "present" orientation.)

| Response | N | Percent |
|---|---|---|
| Strongly Agree | 107 | 19.1 |
| Agree | 137 | 24.6 |
| Disagree | 182 | 32.6 |
| Strongly Disagree | 133 | 23.7 |
| No Answer | 0 | 0.0 |
| Total | 559 | 100.0 |

## TABLE 28

## SUMMARY OF RESPONSES TO ITEM #17

"You should always get even with people who insult you."
("Agree" responses are assumed indicative of an "authoritarian personality."
"Disagree" responses are assumed indicative of a "nonauthoritarian personality.")

| Response | N | Percent |
|---|---|---|
| Strongly Agree | 98 | 17.5 |
| Agree | 200 | 36.0 |
| Disagree | 166 | 29.6 |
| Strongly Disagree | 92 | 16.4 |
| No Answer | 3 | 0.5 |
| Total | 559 | 100.0 |

## TABLE 29

## SUMMARY OF RESPONSES TO ITEM #18

"Too much money is being wasted on schools."
("Disagree" responses are assumed indicative of supportive attitudes regarding education.
"Agree" responses are assumed indicative of nonsupportive attitudes toward education.)

| Response | N | Percent |
|---|---|---|
| Strongly Agree | 167 | 29.9 |
| Agree | 146 | 26.2 |
| Disagree | 122 | 21.8 |
| Strongly Disagree | 122 | 21.8 |
| No Answer | 2 | 0.3 |
| Total | 559 | 100.0 |

## TABLE 30

## SUMMARY OF RESPONSES TO ITEM #19

"The Americans have done a great deal to improve conditions in Micronesia."
("Agree" responses are assumed indicative of a relatively favorable assessment of the American role in the Pacific basin.
"Disagree" responses are assumed indicative of a relatively unfavorable assessment of the American role in the Pacific basin.)

| Response | N | Percent |
|---|---|---|
| Strongly Agree | 241 | 43.1 |
| Agree | 169 | 30.2 |
| Disagree | 71 | 12.7 |
| Strongly Disagree | 78 | 14.0 |
| No Answer | 0 | 0.0 |
| Total | 559 | 100.0 |

## TABLE 31

## SUMMARY OF RESPONSES TO ITEM #20

"In order to do better in life, you have to plan ahead."
("Agree" responses are assumed indicative of a "future" orientation.
"Disagree" responses are assumed indicative of a "present" orientation.)

| Response | N | Percent |
|---|---|---|
| Strongly Agree | 229 | 41.1 |
| Agree | 163 | 29.1 |
| Disagree | 90 | 16.1 |
| Strongly Disagree | 77 | 13.7 |
| No Answer | 0 | 0.0 |
| Total | 559 | 100.0 |

## TABLE 32

## SUMMARY OF RESPONSES TO ITEM #21

"Everyone should have complete faith in some kind of a God and obey him without question."
("Agree" responses are assumed indicative of an "authoritarian personality."
"Disagree" responses are assumed indicative of a "nonauthoritarian personality.")

| Response | N | Percent |
|---|---|---|
| Strongly Agree | 158 | 28.3 |
| Agree | 151 | 27.0 |
| Disagree | 117 | 20.9 |
| Strongly Disagree | 132 | 23.7 |
| No Answer | 1 | 0.1 |
| Total | 559 | 100.0 |

## TABLE 33

## SUMMARY OF RESPONSES TO ITEM #22

"A person should listen to his family in making career decisions."
("Agree" responses are assumed indicative of attitudes supportive of "collectivistic" values.
"Disagree" responses are assumed indicative of attitudes supportive of "individualism.")

| Response | N | Percent |
|---|---|---|
| Strongly Agree | 212 | 38.1 |
| Agree | 176 | 31.4 |
| Disagree | 84 | 15.0 |
| Strongly Disagree | 85 | 15.2 |
| No Answer | 2 | 0.3 |
| Total | 559 | 100.0 |

## TABLE 34

## SUMMARY OF RESPONSES TO ITEM #23

"People who cheat and use tricks never do well."
("Agree" responses are assumed indicative of attitudes supportive of western concepts of "fair play."
"Disagree" responses are assumed indicative of attitudes nonsupportive of western concepts of "fair play.")

| Response | N | Percent |
|---|---|---|
| Strongly Agree | 212 | 38.0 |
| Agree | 132 | 23.6 |
| Disagree | 97 | 17.3 |
| Strongly Disagree | 118 | 21.1 |
| No Answer | 0 | 0.0 |
| Total | 559 | 100.0 |

## TABLE 35

## SUMMARY OF RESPONSES TO ITEM #24

"You need to go to school to know how to enjoy life."
("Agree" responses are assumed indicative of supportive attitudes regarding education.
"Disagree" responses are assumed indicative of nonsupportive attitudes regarding education.)

| Response | N | Percent |
|---|---|---|
| Strongly Agree | 242 | 43.4 |
| Agree | 162 | 29.0 |
| Disagree | 77 | 13.7 |
| Strongly Disagree | 78 | 13.9 |
| No Answer | 0 | 0.0 |
| Total | 559 | 100.0 |

## TABLE 36

## SUMMARY OF RESPONSES TO ITEM #25

"The Japanese did a lot more to help the people of Micronesia than have the Americans."
("Disagree" responses are assumed indicative of a relatively favorable assessment of the American role in the Pacific basin.
"Agree" responses are assumed indicative of a relatively unfavorable assessment of the American role in the Pacific basin.)

| Response | N | Percent |
|---|---|---|
| Strongly Agree | 80 | 14.3 |
| Agree | 97 | 17.3 |
| Disagree | 169 | 30.2 |
| Strongly Disagree | 213 | 38.2 |
| No Answer | 0 | 0.0 |
| Total | 559 | 100.0 |

## TABLE 37

## SUMMARY OF RESPONSES TO ITEM #26

"People with crazy ideas should not be allowed to speak in public." ("Disagree" responses are considered indicative of attitudes supportive of the democratic concept of "natural rights." "Agree" responses are considered indicative of attitudes nonsupportive of the democratic concept of "natural rights.")

| Response | N | Percent |
|---|---|---|
| Strongly Agree | 161 | 28.9 |
| Agree | 127 | 22.7 |
| Disagree | 130 | 23.2 |
| Strongly Disagree | 141 | 25.2 |
| No Answer | 0 | 0.0 |
| Total | 559 | 100.0 |

## TABLE 38

## SUMMARY OF RESPONSES TO ITEM #27

"You can not know what will happen in the future." ("Disagree" responses are assumed indicative of a "future" orientation. "Agree" responses are assumed indicative of a "present" orientation.)

| Response | N | Percent |
|---|---|---|
| Strongly Agree | 246 | 44.1 |
| Agree | 173 | 30.9 |
| Disagree | 80 | 14.3 |
| Strongly Disagree | 60 | 10.7 |
| No Answer | 0 | 0.0 |
| Total | 559 | 100.0 |

## TABLE 39

## SUMMARY OF RESPONSES TO ITEM #28

"No good person could ever think of hurting a close friend or relative." ("Agree" responses are assumed indicative of an "authoritarian personality." "Disagree" responses are assumed indicative of a "nonauthoritarian personality.")

| Response | N | Percent |
|---|---|---|
| Strongly Agree | 134 | 24.0 |
| Agree | 168 | 30.1 |
| Disagree | 143 | 25.6 |
| Strongly Disagree | 113 | 20.2 |
| No Answer | 1 | 0.1 |
| Total | 559 | 100.0 |

## TABLE 40

## SUMMARY OF RESPONSES TO ITEM #29

"Works of art, such as paintings or wood carvings, are usually the products of individuals rather than groups."
("Agree" responses are assumed indicative of attitudes supportive of "individualism."
"Disagree" responses are assumed indicative of attitudes supportive of "collectivistic" values.)

| Response | N | Percent |
|---|---|---|
| Strongly Agree | 125 | 22.3 |
| Agree | 213 | 38.3 |
| Disagree | 128 | 22.8 |
| Strongly Disagree | 93 | 16.6 |
| No Answer | 0 | 0.0 |
| Total | 559 | 100.0 |

TABLE 41

SUMMARY OF RESPONSES TO ITEM #30

"A person should never make fun of someone else."
("Agree" responses are assumed indicative of attitudes supportive of western concepts of "fair play."
"Disagree" responses are assumed indicative of attitudes nonsupportive of western concepts of "fair play.")

| Response | N | Percent |
|---|---|---|
| Strongly Agree | 111 | 19.8 |
| Agree | 119 | 21.3 |
| Disagree | 143 | 25.6 |
| Strongly Disagree | 184 | 33.0 |
| No Answer | 2 | 0.3 |
| Total | 559 | 100.0 |

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### TABLE 42

### SUMMARY OF RESPONSES ON SEMANTIC PROFILE FOR "SCHOOLS" AS A CONCEPT

| Variable Index | Percentages | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | NA |
| 1. Good - Bad | 91.5 | 3.5 | 1.0 | 1.9 | 1.1 | 0.3 | 1.2 | .5 |
| 2. Kind - Cruel | 54.8 | 9.1 | 4.6 | 7.8 | 3.5 | 5.1 | 1.8 | 2.3 |
| 3. Beautiful - Ugly | 66.2 | 11.8 | 6.2 | 8.0 | 1.2 | 0.8 | 2.8 | 3.0 |
| 4. Masculine - Feminine | 20.2 | 3.3 | 4.2 | 32.2 | 4.1 | 8.0 | 24.5 | 3.5 |

### TABLE 43

### SUMMARY OF RESPONSES ON SEMANTIC PROFILE FOR "TRUST TERRITORY GOVERNMENT" AS A CONCEPT

| Variable Index | Percentages | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | NA |
| 1. Good - Bad | 69.4 | 15.0 | 5.3 | 5.1 | 0.7 | 0.5 | 3.0 | 1.0 |
| 2. Kind - Cruel | 41.7 | 13.0 | 8.2 | 11.4 | 4.2 | 5.5 | 13.0 | 3.0 |
| 3. Beautiful - Ugly | 53.3 | 14.3 | 8.9 | 15.3 | 2.3 | 0.7 | 2.6 | 2.6 |
| 4. Masculine - Feminine | 23.7 | 6.9 | 5.4 | 29.2 | 5.5 | 6.6 | 19.2 | 3.5 |

## TABLE 44

## SUMMARY OF RESPONSES ON SEMANTIC PROFILE FOR "UNITED STATES" AS A CONCEPT

| Variable Index | Percentages | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | NA |
| 1. Good - Bad | 77.8 | 11.9 | 3.2 | 4.6 | 0.3 | 0.1 | 1.6 | 0.5 |
| 2. Kind - Cruel | 51.5 | 10.5 | 5.5 | 10.3 | 2.1 | 5.7 | 12.8 | 1.6 |
| 3. Beautiful - Ugly | 77.4 | 9.8 | 2.5 | 6.0 | 1.1 | 1.1 | 1.6 | 2.5 |
| 4. Masculine - Feminine | 20.7 | 4.6 | 6.2 | 33.1 | 2.6 | 6.9 | 22.9 | 3.0 |

## TABLE 45

## SUMMARY OF RESPONSES ON SEMANTIC PROFILE FOR "BOOKS" AS A CONCEPT

| Variable Index | Percentages | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | NA |
| 1. Good - Bad | 83.6 | 7.8 | 2.5 | 3.5 | 0.0 | 0.7 | 1.2 | 0.7 |
| 2. Kind - Cruel | 40.2 | 10.1 | 6.7 | 16.2 | 3.7 | 6.4 | 14.1 | 2.6 |
| 3. Beautiful - Ugly | 59.9 | 13.0 | 10.0 | 11.9 | 0.3 | 1.0 | 1.6 | 2.3 |
| 4. Masculine - Feminine | 15.0 | 3.0 | 4.6 | 39.1 | 6.6 | 6.4 | 22.1 | 3.2 |

## TABLE 46

## SUMMARY OF RESPONSES ON SEMANTIC PROFILE FOR "TEACHERS" AS A CONCEPT

| Variable Index | Percentages | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | NA |
| 1. Good - Bad | 78.4 | 8.9 | 3.3 | 4.2 | 1.7 | 1.4 | 1.6 | 0.5 |
| 2. Kind - Cruel | 49.2 | 8.4 | 6.7 | 8.5 | 5.1 | 6.4 | 12.7 | 3.0 |
| 3. Beautiful - Ugly | 55.9 | 11.8 | 7.6 | 17.5 | 1.0 | 0.7 | 3.0 | 2.5 |
| 4. Masculine - Feminine | 21.7 | 3.9 | 6.1 | 27.4 | 5.1 | 6.4 | 26.6 | 2.8 |

## TABLE 47

## SUMMARY OF RESPONSES ON SEMANTIC PROFILE FOR "JAPAN" AS A CONCEPT

| Variable Index | Percentages | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | NA |
| 1. Good - Bad | 38.1 | 14.3 | 8.0 | 12.7 | 2.3 | 3.9 | 20.0 | 0.7 |
| 2. Kind - Cruel | 23.7 | 11.2 | 10.3 | 15.4 | 6.1 | 7.0 | 23.8 | 2.6 |
| 3. Beautiful - Ugly | 45.5 | 13.7 | 9.4 | 10.5 | 2.8 | 2.1 | 13.4 | 2.6 |
| 4. Masculine - Feminine | 18.7 | 6.4 | 4.8 | 40.6 | 6.2 | 5.9 | 14.8 | 2.6 |

## TABLE 48

## SUMMARY OF RESPONSES ON SEMANTIC PROFILE FOR "UNITED STATES TERRITORIES" AS A CONCEPT

| Variable Index | Percentages | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | NA |
| 1. Good - Bad | 69.0 | 13.0 | 6.7 | 7.5 | 0.7 | 0.3 | 2.5 | 0.3 |
| 2. Kind - Cruel | 39.5 | 12.3 | 7.5 | 14.4 | 2.8 | 6.6 | 14.4 | 2.5 |
| 3. Beautiful - Ugly | 61.5 | 14.4 | 8.7 | 9.4 | 1.4 | 0.7 | 2.5 | 1.4 |
| 4. Masculine - Feminine | 17.8 | 4.7 | 6.1 | 36.3 | 6.2 | 6.7 | 19.4 | 2.8 |

## TABLE 49

## SUMMARY OF RESPONSES ON SEMANTIC PROFILE FOR "FRIENDS" AS A CONCEPT

| Variable Index | Percentages | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | NA |
| 1. Good - Bad | 79.7 | 8.7 | 2.8 | 4.4 | 0.5 | 0.5 | 2.6 | 0.8 |
| 2. Kind - Cruel | 55.8 | 8.2 | 3.9 | 8.0 | 4.2 | 5.9 | 11.9 | 2.1 |
| 3. Beautiful - Ugly | 61.8 | 11.4 | 8.7 | 11.6 | 1.2 | 0.7 | 2.5 | 2.1 |
| 4. Masculine - Feminine | 20.3 | 6.0 | 3.0 | 25.4 | 5.7 | 8.4 | 28.4 | 2.8 |

## TABLE 50

## SUMMARY OF RESPONSES ON SEMANTIC PROFILE FOR "WORK" AS A CONCEPT

| Variable Index | Percentages | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | NA |
| 1. Good - Bad | 71.1 | 11.6 | 3.7 | 5.7 | 1.2 | 1.0 | 5.0 | 0.7 |
| 2. Kind - Cruel | 33.5 | 13.2 | 6.0 | 17.3 | 6.2 | 7.8 | 14.1 | 1.9 |
| 3. Beautiful - Ugly | 39.2 | 15.3 | 10.0 | 19.3 | 3.5 | 3.3 | 7.3 | 2.1 |
| 4. Masculine - Feminine | 19.2 | 5.7 | 5.7 | 32.7 | 6.6 | 7.1 | 21.1 | 1.9 |

## TABLE 51

## SUMMARY OF RESPONSES ON SEMANTIC PROFILE FOR "MONEY" AS A CONCEPT

| Variable Index | Percentages | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | NA |
| 1. Good - Bad | 83.0 | 8.9 | 2.5 | 4.2 | 0.1 | 0.3 | 0.5 | 0.5 |
| 2. Kind - Cruel | 39.7 | 9.4 | 5.0 | 16.2 | 5.5 | 5.3 | 16.4 | 2.5 |
| 3. Beautiful - Ugly | 53.9 | 13.4 | 8.2 | 17.8 | 0.3 | 1.4 | 2.5 | 2.5 |
| 4. Masculine - Feminine | 16.1 | 4.2 | 4.6 | 40.7 | 3.9 | 5.5 | 22.4 | 2.6 |

## TABLE 52

## SUMMARY OF RESPONSES ON SEMANTIC PROFILE FOR "EDUCATION" AS A CONCEPT

| Variable Index | Percentages | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | NA |
| 1. Good - Bad | 85.7 | 6.4 | 3.9 | 1.9 | 0.1 | 0.0 | 1.2 | 0.8 |
| 2. Kind - Cruel | 50.8 | 9.6 | 6.0 | 9.3 | 3.9 | 7.1 | 12.1 | 1.2 |
| 3. Beautiful - Ugly | 58.1 | 14.8 | 9.3 | 12.7 | 0.3 | 0.8 | 2.3 | 1.7 |
| 4. Masculine - Feminine | 20.1 | 3.3 | 4.8 | 36.0 | 7.6 | 6.4 | 19.5 | 2.3 |

## TABLE 53

## SUMMARY OF RESPONSES ON SEMANTIC PROFILE FOR "RELIGION" AS A CONCEPT

| Variable Index | Percentages | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | NA |
| 1. Good - Bad | 75.9 | 7.3 | 5.0 | 5.9 | 1.0 | 0.7 | 3.2 | 1.0 |
| 2. Kind - Cruel | 51.7 | 10.3 | 7.1 | 10.1 | 3.2 | 3.7 | 11.8 | 2.1 |
| 3. Beautiful - Ugly | 57.3 | 13.2 | 6.4 | 16.2 | 1.0 | 1.0 | 2.8 | 2.1 |
| 4. Masculine - Feminine | 16.5 | 2.8 | 4.8 | 42.6 | 6.0 | 7.8 | 16.7 | 2.8 |

## TABLE 54

## SUMMARY OF RESPONSES ON SEMANTIC PROFILE FOR "MICRONESIAN CULTURE" AS A CONCEPT

| Variable Index | Percentages | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | NA |
| 1. Good - Bad | 58.5 | 16.4 | 7.3 | 8.9 | 1.7 | 1.4 | 5.0 | 0.8 |
| 2. Kind - Cruel | 38.3 | 13.4 | 8.7 | 10.9 | 7.1 | 6.2 | 13.5 | 1.9 |
| 3. Beautiful - Ugly | 42.2 | 21.2 | 10.3 | 14.8 | 2.5 | 2.3 | 5.1 | 1.6 |
| 4. Masculine - Feminine | 14.4 | 4.4 | 5.1 | 41.0 | 7.6 | 8.0 | 17.2 | 2.3 |

## TABLE 55

## COMBINED ISLANDS RESPONDENTS' PERCEPTIONS REGARDING CITIZENS OF OTHER DISTRICTS

| Variable Index<br>Good - Bad | Percentages | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Island Group | 1 | 2 | 3 | 4 | 5 | 6 | 7 | NA |
| Marianas | 20.6 | 10.5 | 11.0 | 4.1 | 1.7 | 7.6 | 13.5 | 31.0 |
| Marshalls | 31.0 | 13.5 | 10.1 | 15.4 | 5.9 | 7.1 | 9.4 | 7.5 |
| Palau | 15.8 | 8.3 | 14.0 | 7.5 | 5.7 | 16.1 | 16.4 | 16.2 |
| Ponape | 31.6 | 13.5 | 7.8 | 12.1 | 5.0 | 6.6 | 10.7 | 12.7 |
| Truk | 15.7 | 15.3 | 11.0 | 7.8 | 5.0 | 9.3 | 10.5 | 25.4 |
| Yap | 24.3 | 9.3 | 7.5 | 20.6 | 5.7 | 7.1 | 14.1 | 11.4 |

## TABLE 56

## SUMMARY OF RESPONSES AS HOW WOULD MANAGE ISLANDS' POLITICAL FUTURE IF IN CHARGE

| What Work For | N | Percent |
|---|---|---|
| United States Statehood | 54 | 9.6 |
| United States Territory | 191 | 34.3 |
| Free Association With The United States | 105 | 18.8 |
| Independence For All Micronesia | 84 | 15.1 |
| Independence For Just Your Islands | 61 | 10.9 |
| Maintaining Trust Territory Arrangement | 58 | 10.3 |
| No Answer | 6 | 1.0 |
| Total | 559 | 100.0 |

## TABLE 57

## MEANS AND STANDARD DEVIATIONS GENERATED BY THE COMBINED GROUP RESPONDENTS FOR EACH ATTITUDINAL QUERY

| Item | Number | Mean | Standard Deviation |
|---|---|---|---|
| 1 | 559 | 3.279 | .956 |
| 2 | 557 | 2.801 | 1.055 |
| 3 | 558 | 2.514 | 1.114 |
| 4 | 558 | 2.376 | 1.088 |
| 5 | 558 | 1.720 | .965 |
| 6 | 556 | 2.685 | 1.069 |
| 7 | 558 | 2.599 | 1.111 |
| 8 | 558 | 2.849 | 1.071 |
| 9 | 558 | 2.663 | 1.038 |
| 10 | 558 | 2.695 | 1.055 |
| 11 | 557 | 2.698 | 1.050 |
| 12 | 557 | 2.210 | 1.080 |
| 13 | 557 | 2.840 | 1.115 |
| 14 | 558 | 2.068 | 1.101 |
| 15 | 558 | 2.523 | 1.157 |
| 16 | 559 | 2.610 | 1.048 |
| 17 | 556 | 2.453 | .966 |
| 18 | 557 | 2.357 | 1.127 |
| 19 | 559 | 3.025 | 1.057 |
| 20 | 559 | 2.973 | 1.060 |
| 21 | 558 | 2.400 | 1.132 |
| 22 | 557 | 2.075 | 1.067 |
| 23 | 559 | 2.784 | 1.163 |
| 24 | 559 | 1.984 | 1.063 |
| 25 | 559 | 2.079 | 1.060 |
| 26 | 559 | 2.449 | 1.153 |
| 27 | 559 | 1.918 | 1.004 |
| 28 | 558 | 2.421 | 1.064 |
| 29 | 559 | 2.662 | 1.003 |
| 30 | 557 | 2.718 | 1.124 |

## TABLE 58

### MEANS AND STANDARD DEVIATIONS GENERATED BY COMBINED GROUP RESPONDENTS FOR "SCHOOL" AS A CONCEPT

| Adjective Name | N | Mean | Standard Deviation |
|---|---|---|---|
| Good - Bad | 557 | 6.782 | .885 |
| Kind - Cruel | 546 | 5.366 | 2.238 |
| Beautiful - Ugly | 542 | 6.225 | 1.425 |
| Masculine - Feminine | 539 | 3.777 | 2.163 |

## TABLE 59

### MEANS AND STANDARD DEVIATIONS GENERATED BY COMBINED GROUP RESPONDENTS FOR "TRUST TERRITORY GOVERNMENT" AS A CONCEPT

| Adjective Name | N | Mean | Standard Deviation |
|---|---|---|---|
| Good - Bad | 553 | 6.342 | 1.330 |
| Kind - Cruel | 542 | 5.070 | 2.193 |
| Beautiful - Ugly | 544 | 5.897 | 1.511 |
| Masculine - Feminine | 539 | 4.145 | 2.158 |

## TABLE 60

## MEANS AND STANDARD DEVIATIONS GENERATED BY COMBINED GROUP RESPONDENTS FOR "UNITED STATES" AS A CONCEPT

| Adjective Name | N | Mean | Standard Deviation |
|---|---|---|---|
| Good - Bad | 556 | 6.554 | 1.077 |
| Kind - Cruel | 550 | 5.300 | 2.217 |
| Beautiful - Ugly | 545 | 6.545 | 1.109 |
| Masculine - Feminine | 542 | 3.917 | 2.147 |

## TABLE 61

## MEANS AND STANDARD DEVIATIONS GENERATED BY COMBINED GROUP RESPONDENTS FOR "BOOKS" AS A CONCEPT

| Adjective Name | N | Mean | Standard Deviation |
|---|---|---|---|
| Good - Bad | 555 | 6.650 | 1.009 |
| Kind - Cruel | 544 | 4.897 | 2.231 |
| Beautiful - Ugly | 546 | 6.125 | 1.346 |
| Masculine - Feminine | 541 | 3.688 | 1.969 |

## TABLE 62

### MEANS AND STANDARD DEVIATIONS GENERATED BY COMBINED GROUP RESPONDENTS FOR "TEACHERS" AS A CONCEPT

| Adjective Name | N | Mean | Standard Deviation |
|---|---|---|---|
| Good - Bad | 556 | 6.471 | 1.252 |
| Kind - Cruel | 542 | 5.175 | 2.253 |
| Beautiful - Ugly | 545 | 5.914 | 1.537 |
| Masculine - Feminine | 543 | 3.808 | 2.230 |

## TABLE 63

### MEANS AND STANDARD DEVIATIONS GENERATED BY COMBINED GROUP RESPONDENTS FOR "JAPAN" AS A CONCEPT

| Adjective Name | N | Mean | Standard Deviation |
|---|---|---|---|
| Good - Bad | 555 | 4.807 | 2.335 |
| Kind - Cruel | 544 | 4.125 | 2.301 |
| Beautiful - Ugly | 544 | 5.283 | 2.134 |
| Masculine - Feminine | 544 | 4.112 | 1.926 |

## TABLE 64

## MEANS AND STANDARD DEVIATIONS GENERATED BY COMBINED GROUP RESPONDENTS FOR "U. S. TERRITORIES" AS A CONCEPT

| Adjective Name | N | Mean | Standard Deviation |
|---|---|---|---|
| Good - Bad | 557 | 6.309 | 1.311 |
| Kind - Cruel | 545 | 4.925 | 2.234 |
| Beautiful - Ugly | 551 | 6.140 | 1.400 |
| Masculine - Feminine | 543 | 3.899 | 2.011 |

## TABLE 65

## MEANS AND STANDARD DEVIATIONS GENERATED BY COMBINED GROUP RESPONDENTS FOR "FRIENDS" AS A CONCEPT

| Adjective Name | N | Mean | Standard Deviation |
|---|---|---|---|
| Good - Bad | 554 | 6.507 | 1.252 |
| Kind - Cruel | 547 | 5.377 | 2.231 |
| Beautiful - Ugly | 547 | 6.106 | 1.435 |
| Masculine - Feminine | 543 | 3.681 | 2.259 |

## TABLE 66

## MEANS AND STANDARD DEVIATIONS GENERATED BY COMBINED GROUP RESPONDENTS FOR "WORK" AS A CONCEPT

| Adjective Name | N | Mean | Standard Deviation |
|---|---|---|---|
| Good - Bad | 555 | 6.227 | 1.576 |
| Kind - Cruel | 548 | 4.688 | 2.204 |
| Beautiful - Ugly | 547 | 5.276 | 1.879 |
| Masculine - Feminine | 548 | 3.901 | 2.084 |

## TABLE 67

## MEANS AND STANDARD DEVIATIONS GENERATED BY COMBINED GROUP RESPONDENTS FOR "MONEY" AS A CONCEPT

| Adjective Name | N | Mean | Standard Deviation |
|---|---|---|---|
| Good - Bad | 556 | 6.673 | .887 |
| Kind - Cruel | 545 | 4.783 | 2.295 |
| Beautiful - Ugly | 545 | 5.901 | 1.508 |
| Masculine - Feminine | 444 | 3.789 | 2.003 |

## TABLE 68

## MEANS AND STANDARD DEVIATIONS GENERATED BY COMBINED GROUP RESPONDENTS FOR "EDUCATION" AS A CONCEPT

| Adjective Name | N | Mean | Standard Deviation |
|---|---|---|---|
| Good - Bad | 554 | 6.713 | .897 |
| Kind - Cruel | 552 | 5.236 | 2.230 |
| Beautiful - Ugly | 549 | 6.069 | 1.403 |
| Masculine - Feminine | 546 | 3.925 | 2.044 |

## TABLE 69

## MEANS AND STANDARD DEVIATIONS GENERATED BY COMBINED GROUP RESPONDENTS FOR "RELIGION" AS A CONCEPT

| Adjective Name | N | Mean | Standard Deviation |
|---|---|---|---|
| Good - Bad | 553 | 6.371 | 1.396 |
| Kind - Cruel | 547 | 5.388 | 2.139 |
| Beautiful - Ugly | 547 | 5.960 | 1.523 |
| Masculine - Feminine | 543 | 3.878 | 1.901 |

## TABLE 70

## MEANS AND STANDARD DEVIATIONS GENERATED BY COMBINED GROUP RESPONDENTS FOR "MICRONESIAN CULTURE" AS A CONCEPT

| Adjective Name | N | Mean | Standard Deviation |
|---|---|---|---|
| Good - Bad | 554 | 5.968 | 1.638 |
| Kind - Cruel | 548 | 4.907 | 2.209 |
| Beautiful - Ugly | 550 | 5.584 | 1.701 |
| Masculine - Feminine | 546 | 2.813 | 1.875 |

## TABLE 71

## COMBINED GROUP RESPONDENTS' PERCEPTIONS REGARDING CITIZENS OF OTHER DISTRICTS

| Adjective Name | N | Mean | Standard Deviation |
|---|---|---|---|
| Marianas | 559 | 5.585 | 2.518 |
| Marshalls | 558 | 5.109 | 2.144 |
| Palau | 559 | 4.555 | 2.525 |
| Ponape | 559 | 5.293 | 2.256 |
| Truk | 559 | 5.340 | 2.395 |
| Yap | 559 | 4.819 | 2.325 |

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## TABLE 72

## DATA SUMMARY OF SCORES FOR MICRONESIAN RESPONDENTS ON EACH ATTITUDINAL DIMENSION PROFILED

| Attitudinal Dimensions | N | Mean | Standard Deviation |
|---|---|---|---|
| Supportive - non-supportive of education | 559 | 10.456 | 2.230 |
| Supportive - non-supportive of America's role in the Pacific | 559 | 13.615 | 2.463 |
| Supportive - non-supportive of natural rights | 559 | 10.168 | 2.447 |
| Present future | 559 | 9.873 | 2.004 |
| Authoritarian - non-authoritarian | 559 | 8.970 | 2.205 |
| Individualistic - collectivistic | 559 | 9.603 | 2.114 |
| Supportive - non-supportive of fair play concept | 559 | 10.916 | 2.598 |
| Achievement - ascription | 559 | 2.698 | 1.050 |

# TABLE 73

## FACTOR ANALYSIS FOR ATTITUDINAL ITEMS
## MICRONESIAN RESPONDENTS

### Rotated Factor Matrix

| Criteria Variables | Factor | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 | -0.40340 | 0.10834 | -0.29545 | -0.21398 | -0.35284 | 0.74981 | 0.11760 | 0.57007 | -0.24244 | -0.21638 |
| 2 | -0.33243 | -0.19203 | -0.10814 | -0.20640 | -0.88405 | 0.15285 | -0.21565 | 0.13141 | -0.50543 | -0.66095 |
| 3 | -0.63997 | -0.46818 | 0.16481 | 0.57735 | -0.11550 | -0.22131 | -0.79424 | 0.29409 | -0.16032 | -0.48792 |
| 4 | 0.19388 | 0.22335 | 0.33938 | 0.11097 | 0.69429 | -0.15168 | 0.12064 | 0.59929 | 0.72372 | -0.38961 |
| 5 | 0.45825 | -0.17734 | 0.31110 | 0.89926 | -0.83198 | -0.56840 | -0.11284 | -0.66344 | 0.12422 | 0.47307 |
| 6 | -0.11914 | 0.22293 | 0.12922 | -0.40218 | 0.17680 | 0.15911 | 0.51275 | 0.15676 | -0.54165 | -0.70720 |
| 7 | -0.49876 | 0.18307 | -0.30732 | -0.75847 | 0.62926 | 0.77593 | 0.20839 | -0.56366 | 0.86683 | -0.36730 |
| 8 | -0.13010 | 0.47291 | -0.66265 | 0.13100 | 0.38282 | 0.11879 | -0.65331 | 0.53401 | -0.44112 | 0.23517 |
| 9 | -0.19379 | -0.34346 | -0.21692 | -0.35583 | 0.93799 | 0.66379 | 0.71075 | -0.82987 | 0.44789 | 0.49834 |
| 10 | -0.61373 | 0.98802 | [illegible]92330 | -0.10424 | 0.25[illegible]34 | 0.32803 | 0.38988 | 0.23762 | 0.62596 | 0.27772 |
| 11 | -0.12757 | -0.25811 | -0.68878 | -0.12736 | 0.19250 | 0.56239 | 0.36291 | -0.66366 | -0.56653 | 0.40496 |
| 12 | 0.44023 | -0.13823 | 0.26485 | 0.76714 | 0.33236 | -0.86910 | -0.55926 | 0.64105 | -0.45831 | -0.17017 |
| 13 | -0.16171 | 0.35613 | -0.12068 | 0.11633 | -0.68952 | -0.84163 | 0.51563 | -0.91972 | -0.84050 | -0.30272 |

Underlined loadings are considered statistically significant.

## FACTOR ANALYSIS FOR ATTITUDINAL ITEMS (con't)
## MICRONESIAN RESPONDENTS

### Rotated Factor Matrix

| Criteria Variables | Factor 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| 14 | -0.14581 | 0.51557 | -0.95702 | -0.57848 | -0.16784 | -0.41590 | -0.13799 | -0.31826 | -0.86241 | -0.15049 |
| 15 | -0.21252 | 0.98363 | 0.11386 | 0.78150 | -0.38957 | -0.20383 | -0.34500 | 0.78959 | 0.10060 | -0.17299 |
| 16 | 0.10276 | 0.31727 | -0.12294 | 0.57289 | -0.29568 | -0.66755 | 0.21208 | -0.29425 | 0.41721 | 0.31871 |
| 17 | 0.17865 | 0.35315 | 0.38494 | -0.26037 | -0.40391 | -0.98972 | -0.29884 | -0.72437 | 0.73866 | -0.25233 |
| 18 | 0.25043 | 0.20516 | -0.91177 | -0.10545 | -0.55678 | -0.11270 | -0.24503 | -0.27124 | -0.53915 | 0.27008 |
| 19 | -0.31062 | 0.11016 | 0.49054 | -0.17820 | 0.19248 | -0.42906 | 0.31188 | -0.30454 | -0.17892 | -0.30394 |
| 20 | -0.45214 | 0.10236 | -0.10884 | -0.21354 | 0.11765 | -0.46045 | -0.46153 | -0.10566 | -0.48707 | 0.14197 |
| 21 | 0.79237 | 0.72342 | 0.35251 | -0.82510 | 0.51524 | -0.28706 | 0.13192 | 0.77910 | 0.12832 | -0.36643 |
| 22 | 0.42821 | -0.36441 | 0.36963 | -0.96873 | -0.36906 | -0.12816 | -0.54981 | 0.46333 | 0.12639 | -0.51624 |
| 23 | -0.99122 | 0.68343 | -0.44803 | 0.16950 | -0.25679 | -0.37190 | 0.66693 | -0.10745 | -0.28265 | -0.22594 |
| 24 | 0.49716 | 0.88095 | 0.80182 | -0.43959 | -0.31252 | -0.18765 | -0.56477 | -0.93954 | -0.36215 | 0.30188 |
| 25 | 0.13423 | -0.24232 | 0.14193 | 0.73573 | -0.10051 | 0.16447 | 0.92209 | 0.45628 | 0.13662 | 0.15093 |
| 26 | 0.52075 | -0.50940 | 0.39051 | -0.33774 | 0.21747 | -0.76347 | 0.26000 | 0.12904 | 0.15475 | -0.35895 |
| 27 | 0.20950 | -0.17294 | 0.25163 | -0.16870 | 0.48333 | 0.74238 | -0.96571 | 0.12554 | 0.16057 | 0.50378 |

Underlined loadings are considered statistically significant.

## FACTOR ANALYSIS FOR ATTITUDINAL ITEMS (con't)
## MICRONESIAN RESPONDENTS

### Rotated Factor Matrix

| Criteria Variables | Factor 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| 28 | 0.43199 | -0.46634 | 0.38842 | 0.18512 | -0.18642 | 0.63012 | 0.31169 | -0.30779 | -0.69038 | -0.39965 |
| 29 | -0.11363 | 0.14646 | 0.48871 | -0.78405 | 0.10707 | 0.44770 | 0.20690 | -0.65604 | -0.26513 | 0.44644 |
| 30 | -0.20985 | 0.43795 | -0.15425 | -0.57596 | -0.18079 | 0.33366 | -0.47026 | -0.34465 | -0.28552 | -0.10523 |

Underlined loadings are considered statistically significant.

TABLE 74

## FACTOR ANALYSIS OF RESPONSES TO "GOOD-BAD" CRITERION FOR SELECTED CONCEPTS MICRONESIAN RESPONDENTS

Rotated Factor Matrix

| Semantic Variables | Factor | | | | | |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Schools | 0.34015 | 0.22516 | 0.24254 | 0.42337 | -0.50215 | -0.12674 |
| Trust Territory Government | 0.23618 | 0.10124 | 0.47655 | 0.49414 | -0.12247 | -0.51739 |
| United States | 0.42374 | 0.50718 | 0.19035 | 0.16184 | -0.12718 | -0.10508 |
| Books | 0.18197 | 0.34412 | 0.16845 | 0.99921 | -0.23754 | 0.23856 |
| Teachers | 0.44336 | 0.96379 | 0.36716 | -0.95363 | -0.10067 | 0.19147 |
| Japan | 0.54938 | 0.14361 | 0.47791 | 0.30513 | -0.49657 | -0.79180 |
| U. S. Territories | 0.49884 | 0.19840 | 0.40764 | 0.10454 | -0.45499 | -0.28330 |
| Friends | 0.10801 | 0.38387 | 0.12224 | 0.20266 | 0.20489 | 0.83465 |
| Work | 0.69531 | 0.16704 | 0.18906 | 0.66222 | -0.31938 | -0.24545 |
| Money | 0.38669 | 0.19179 | 0.80574 | 0.29702 | -0.24352 | 0.12034 |
| Education | 0.22263 | 0.48332 | 0.16151 | 0.10197 | -0.19776 | 0.45421 |
| Religion | 0.18627 | 0.47107 | 0.86678 | 0.10588 | -0.12382 | -0.22518 |
| Micronesian Culture | 0.52643 | 0.15974 | 0.31946 | 0.12134 | -0.10031 | 0.48376 |

Underlined loadings are considered statistically significant.

## TABLE 75

## FACTOR ANALYSIS FOR THE MICRONESIAN ISLANDS' SEMANTIC DIFFERENTIAL CONCEPTS USING THE ADJECTIVE PAIR "KIND-CRUEL"

Rotated Factor Matrix

| Semantic Variables | Factor 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Schools | -0.64904 | 0.32470 | -0.13873 | -0.16739 | 0.12180 |
| Trust Territory Government | -0.64942 | 0.34860 | -0.14811 | -0.18103 | -0.65052 |
| United States | -0.51414 | 0.30635 | -0.38337 | -0.21743 | 0.85620 |
| Books | -0.31057 | 0.59078 | -0.69466 | -0.16020 | -0.46322 |
| Teachers | -0.51775 | 0.25405 | -0.31290 | -0.31029 | 0.10087 |
| Japan | -0.59813 | 0.65061 | -0.31025 | -0.47550 | 0.12502 |
| U. S. Territories | -0.36083 | 0.46306 | -0.39526 | -0.20499 | -0.60091 |
| Friends | -0.40710 | 0.32826 | -0.16802 | -0.40817 | -0.25667 |
| Work | -0.16486 | 0.53645 | -0.20038 | -0.14857 | -0.40470 |
| Money | -0.29865 | 0.58100 | -0.20529 | -0.18438 | 0.10505 |
| Education | -0.35319 | 0.36503 | -0.29713 | -0.39900 | 0.25208 |
| Religion | -0.36857 | 0.42605 | -0.21934 | -0.41722 | 0.79068 |
| Micronesian Culture | -0.33950 | 0.45331 | -0.14769 | -0.15343 | 0.31652 |

Underlined loadings are considered statistically significant.

## TABLE 76

## FACTOR ANALYSIS FOR THE MICRONESIAN ISLANDS' SEMANTIC DIFFERENTIAL CONCEPTS USING THE ADJECTIVE PAIR "BEAUTIFUL-UGLY"

### Rotated Factor Matrix

| Semantic Variables | Factor | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Schools | -0.61624 | -0.23964 | -0.18833 | 0.11673 | 0.38167 | -0.[illegible]6064 | -0.46225 |
| Trust Territory Government | -0.53871 | -0.29216 | -0.22472 | 0.34726 | 0.10286 | 0.10422 | 0.32311 |
| United States | -0.43779 | -0.29142 | -0.37829 | 0.24517 | 0.46919 | 0.31797 | -0.11057 |
| Books | -0.39357 | -0.35353 | -0.25787 | 0.19363 | 0.50989 | 0.54583 | 0.19611 |
| Teachers | -0.39075 | -0.48964 | -0.21762 | 0.59565 | -0.22312 | 0.10031 | 0.37098 |
| Japan | -0.96477 | -0.72847 | -0.31444 | 0.24673 | 0.19185 | -0.43108 | 0.17224 |
| U. S. Territories | -0.24216 | -0.43061 | -0.31144 | 0.20062 | 0.73095 | 0.70083 | -0.77756 |
| Friends | -0.36923 | -0.25071 | -0.31334 | 0.20068 | 0.34907 | -0.19234 | 0.11631 |
| Work | -0.12425 | -0.44057 | -0.11252 | 0.10322 | -0.86428 | -0.11348 | 0.14090 |
| Money | -0.36484 | -0.48241 | -0.92543 | 0.23604 | 0.37966 | -0.59623 | -0.19642 |
| Education | -0.33683 | -0.54419 | -0.15761 | 0.72749 | 0.13664 | 0.29659 | -0.14754 |

Underlined loadings are considered statistically significant.

Table 76 (con't)

## FACTOR ANALYSIS FOR THE MICRONESIAN ISLANDS' SEMANTIC DIFFERENTIAL CONCEPTS USING THE ADJECTIVE PAIR "BEAUTIFUL-UGLY"

Rotated Factor Matrix

| Semantic Variables | Factor 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|
| Religion | -0.31087 | -0.38385 | -0.22623 | 0.28623 | 0.74326 | -0.18365 | -0.27012 |
| Micronesian Culture | -0.14649 | -0.33990 | -0.22124 | 0.72009 | 0.20528 | 0.62337 | 0.22075 |

Underlined loadings are considered statistically significant.

## TABLE 77

## FACTOR ANALYSIS FOR THE MICRONESIAN ISLANDS' SEMANTIC DIFFERENTIAL CONCEPTS USING THE ADJECTIVE PAIR "MASCULINE-FEMININE"

Rotated Factor Matrix

| Semantic Variables | Factor 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Schools | 0.16194 | -0.21761 | -0.54532 | -0.29522 | -0.93101 | -0.17872 |
| Trust Territory Government | 0.22338 | -0.29679 | -0.54996 | -0.89365 | -0.63308 | 0.29787 |
| United States | 0.41123 | -0.27034 | -0.50029 | -0.16473 | -0.18182 | 0.10534 |
| Books | 0.23169 | -0.31193 | -0.45618 | -0.17708 | 0.85812 | -0.72392 |
| Teachers | 0.36800 | -0.20526 | -0.27532 | -0.35389 | -0.89309 | -0.63634 |
| Japan | 0.42387 | -0.10827 | -0.13314 | -0.11026 | 0.28482 | 0.16561 |
| U. S. Territories | 0.50867 | -0.37932 | -0.27284 | -0.20109 | -0.11803 | -0.74273 |
| Friends | 0.29936 | -0.24256 | -0.20996 | -0.42737 | 0.10354 | 0.19996 |
| Work | 0.28218 | -0.42374 | -0.33990 | -0.99867 | -0.59971 | -0.11355 |
| Money | 0.36728 | -0.41115 | -0.22744 | -0.23998 | -0.16570 | -0.17932 |
| Education | 0.14847 | -0.60715 | -0.30886 | -0.29192 | -0.87538 | 0.77702 |
| Religion | 0.18118 | -0.64509 | -0.21160 | -0.13196 | 0.22287 | -0.28186 |
| Micronesian Culture | 0.25431 | -0.42698 | -0.28167 | -0.12009 | -0.49260 | 0.97173 |

Underlined loadings are considered statistically significant.

## TABLE 78

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO SUPPORTIVE - NON-SUPPORTIVE OF EDUCATION

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 66.009 | 13.202 | |
| "Within" Districts | 553 | 2708.667 | 4.898 | 2.695* |
| Total | 558 | 2774.676 | | |

## TABLE 79

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO AMERICA'S ROLE IN THE PACIFIC

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 195.241 | 39.048 | |
| "Within" Districts | 553 | 3189.067 | 5.767 | 6.771** |
| Total | 558 | 3384.308 | | |

*Values significant at the .05 level or better

**Values significant at the .01 level or better

## TABLE 80

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO NATURAL RIGHTS ORIENTATION

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 46.641 | 9.328 | |
| "Within" Districts | 553 | 3295.552 | 5.959 | 1.565 |
| Total | 558 | 3342.193 | | |

## TABLE 81

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO PRESENT FUTURE ORIENTATION

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 13.114 | 2.623 | |
| "Within" Districts | 553 | 2226.868 | 4.027 | .6513 |
| Total | 558 | 2239.982 | | |

## TABLE 82

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO AUTHORITARIANISM - NON-AUTHORITARIANISM

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 145.462 | 29.092 | |
| "Within" Districts | 553 | 2567.021 | 4.642 | 6.267** |
| Total | 558 | 2712.483 | | |

## TABLE 83

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO INDIVIDUALISM - COLLECTIVISM ORIENTATION

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 118.769 | 23.753 | |
| "Within" Districts | 553 | 2375.066 | 4.295 | 5.531** |
| Total | 558 | 2493.835 | | |

**Values significant at the .01 level or better

## TABLE 84

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO FAIR PLAY ORIENTATION

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 424.025 | 84.805 | |
| "Within" Districts | 553 | 3341.023 | 6.042 | 14.037** |
| Total | 558 | 3765.048 | | |

## TABLE 85

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO ACHIEVEMENT - ASCRIPTION ORIENTATION

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 6.378 | 1.276 | |
| "Within" Districts | 551 | 606.951 | 1.102 | 1.158 |
| Total | 556 | 613.329 | | |

**Values significant at the .01 level or better

## TABLE 86

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO ATTITUDINAL ITEM #1

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 32.133 | 6.427 | |
| "Within" Districts | 553 | 478.331 | .865 | 7.430** |
| Total | 558 | 510.465 | | |

## TABLE 87

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO ATTITUDINAL ITEM # 2

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 25.253 | 5.051 | |
| "Within" Districts | 551 | 593.627 | 1.077 | 4.688** |
| Total | 556 | 618.880 | | |

**values significant at the .01 level or better

## TABLE 88

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO ATTITUDINAL ITEM # 3

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 3.029 | .606 | |
| "Within" Districts | 552 | 688.356 | 1.247 | .486 |
| Total | 557 | 691.385 | | |

## TABLE 89

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO ATTITUDINAL ITEM # 4

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 11.576 | 2.315 | |
| "Within" Districts | 552 | 647.391 | 1.173 | 1.974 |
| Total | 557 | 658.968 | | |

## TABLE 90

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO ATTITUDINAL ITEM # 5

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 36.634 | 7.327 | |
| "Within" Districts | 552 | 481.753 | .873 | 8.395** |
| Total | 557 | 518.387 | | |

## TABLE 91

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO ATTITUDINAL ITEM # 6

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 9.865 | 1.973 | |
| "Within" Districts | 550 | 624.054 | 1.135 | 1.739 |
| Total | 555 | 633.919 | | |

**Values significant at the .01 level or better

## TABLE 92

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO ATTITUDINAL ITEM #7

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 35.968 | 7.194 | |
| "Within" Districts | 552 | 652.111 | 1.181 | 6.089** |
| Total | 557 | 688.079 | | |

## TABLE 93

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO ATTITUDINAL ITEM # 8

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 24.507 | 4.901 | |
| "Within" Districts | 552 | 614.848 | 1.114 | 4.400** |
| Total | 557 | 639.355 | | |

**values significant at the .01 level or better

## TABLE 94

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO ATTITUDINAL ITEM # 9

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 15.476 | 3.095 | |
| "Within" Districts | 552 | 585.184 | 1.060 | 2.920* |
| Total | 557 | 600.660 | | |

## TABLE 95

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO ATTITUDINAL ITEM # 10

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 18.756 | 3.751 | |
| "Within" Districts | 552 | 601.452 | 1.090 | 3.443** |
| Total | 557 | 620.208 | | |

*values significant at the .05 level or better
**values significant at the .01 level or better

## TABLE 96

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO ATTITUDINAL ITEM # 11

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 6.378 | 1.276 | |
| "Within" Districts | 551 | 606.951 | 1.102 | 1.158 |
| Total | 556 | 613.329 | | |

## TABLE 97

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO ATTITUDINAL ITEM #12

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 43.072 | 8.614 | |
| "Within" Districts | 551 | 605.351 | 1.099 | 7.841** |
| Total | 556 | 648.424 | | |

**values significant at the .01 level or better

## TABLE 98

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO ATTITUDINAL ITEM # 13

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 44.296 | 8.859 | |
| "Within" Districts | 551 | 646.484 | 1.173 | 7.551** |
| Total | 556 | 690.779 | | |

## TABLE 99

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO ATTITUDINAL ITEM # 14

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 68.298 | 13.660 | |
| "Within" Districts | 552 | 607.114 | 1.100 | 12.420** |
| Total | 557 | 675.412 | | |

*values significant at the .05 level or better
**values significant at the .01 level or better

## TABLE 100

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO ATTITUDINAL ITEM # 15

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 7.013 | 1.403 | |
| "Within" Districts | 552 | 738.184 | 1.337 | 1.049 |
| Total | 557 | 745.197 | | |

## TABLE 101

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO ATTITUDINAL ITEM # 16

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 8.691 | 1.738 | |
| "Within" Districts | 553 | 604.293 | 1.093 | 1.591 |
| Total | 558 | 612.984 | | |

## TABLE 102

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO ATTITUDINAL ITEM # 17

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 8.723 | 1.745 | |
| "Within" Districts | 550 | 509.061 | .926 | 1.885 |
| Total | 555 | 517.784 | | |

## TABLE 103

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO ATTITUDINAL ITEM # 18

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 2.554 | .511 | |
| "Within" Districts | 551 | 703.350 | 1.277 | .400 |
| Total | 556 | 705.903 | | |

## TABLE 104

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO ATTITUDINAL ITEM # 19

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 21.454 | 4.291 | |
| "Within" Districts | 553 | 602.196 | 1.089 | 3.940** |
| Total | 558 | 623.649 | | |

## TABLE 105

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO ATTITUDINAL ITEM # 20

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 48.889 | 9.778 | |
| "Within" Districts | 553 | 557.709 | 1.045 | 9.360** |
| Total | 558 | 626.598 | | |

**Values significant at the .01 level or better

## TABLE 106

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO ATTITUDINAL ITEM # 21

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 19.415 | 3.883 | |
| "Within" Districts | 552 | 694.465 | 1.258 | 3.086** |
| Total | 557 | 713.880 | | |

## TABLE 107

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO ATTITUDINAL ITEM # 22

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 30.809 | 6.162 | |
| "Within" Districts | 551 | 602.024 | 1.093 | 5.640** |
| Total | 556 | 632.833 | | |

**values significant at the .01 level or better

## TABLE 108

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO ATTITUDINAL ITEM # 23

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 42.998 | 8.600 | |
| "Within" Districts | 553 | 711.811 | 1.287 | 6.681** |
| Total | 558 | 754.809 | | |

## TABLE 109

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO ATTITUDINAL ITEM #24

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 27.764 | 5.553 | |
| "Within" Districts | 553 | 603.091 | 1.0906 | 5.0916** |
| Total | 558 | 630.855 | | |

**values significant at the .01 level or better

## TABLE 110

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO ATTITUDINAL ITEM # 25

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 14.644 | 2.929 | |
| "Within" Districts | 553 | 611.893 | 1.107 | 2.647* |
| Total | 558 | 626.537 | | |

## TABLE 111

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO ATTITUDINAL ITEM # 26

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 15.070 | 3.014 | |
| "Within" Districts | 553 | 727.227 | 1.315 | 2.292* |
| Total | 558 | 742.297 | | |

*values significant at the .05 level or better

## TABLE 112

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO ATTITUDINAL ITEM #27

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 25.400 | 5.080 | |
| "Within" Districts | 553 | 536.815 | .971 | 5.233** |
| Total | 558 | 562.215 | | |

## TABLE 113

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO ATTITUDINAL ITEM # 28

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 8.033 | 1.607 | |
| "Within" Districts | 552 | 621.997 | 1.127 | 1.426 |
| Total | 557 | 630.030 | | |

**Values significant at the .01 level or better

## TABLE 114

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO ATTITUDINAL ITEM # 29

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 12.008 | 2.401 | |
| "Within" Districts | 553 | 549.090 | .993 | 2.419* |
| Total | 558 | 561.098 | | |

## TABLE 115

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO ATTITUDINAL ITEM # 30

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 33.996 | 6.799 | |
| "Within" Districts | 551 | 668.750 | 1.214 | 5.602** |
| Total | 556 | 702.747 | | |

*Values significant at the .05 level or better
**Values significant at the .01 level or better

## TABLE 116

ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT SCHOOL, ON THE SCALE "GOOD-BAD"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 6.654 | 1.331 | |
| "Within" Districts | 550 | 428.013 | .778 | 1.710 |
| Total | 555 | 434.667 | | |

## TABLE 117

ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT SCHOOL, ON THE SCALE "KIND-CRUEL"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 164.209 | 32.842 | |
| "Within" Districts | 540 | 2566.531 | 4.753 | 6.910** |
| Total | 545 | 2730.740 | | |

**values significant at the .01 level or better

## TABLE 118

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO CONCEPT SCHOOL, "BEAUTIFUL-UGLY"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 82.540 | 16.508 | |
| "Within" Districts | 536 | 1015.999 | 1.896 | 8.709** |
| Total | 541 | 1098.539 | | |

## TABLE 119

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT SCHOOL, "MASCULINE-FEMININE"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 13.9649 | 2.793 | |
| "Within" Districts | 553 | 2503.319 | 4.697 | .595 |
| Total | 538 | 2517.284 | | |

**Values significant at the .01 level or better

## TABLE 120

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT TRUST TERRITORY GOVERNMENT, "GOOD-BAD"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 145.278 | 29.056 | |
| "Within" Districts | 547 | 831.127 | 1.519 | 19.123** |
| Total | 552 | 976.405 | | |

## TABLE 121

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT TRUST TERRITORY GOVERNMENT, ON THE SCALE "KIND-CRUEL"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 212.856 | 42.571 | |
| "Within" Districts | 536 | 2388.480 | 4.456 | 9.553** |
| Total | 541 | 2601.336 | | |

**Values significant at the .01 level or better

TABLE 122

ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO
THE CONCEPT TRUST TERRITORY GOVERNMENT, "BEAUTIFUL-UGLY"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 130.968 | 26.194 | |
| "Within" Districts | 533 | 1109.267 | 2.062 | 12.704** |
| Total | 543 | 1240.235 | | |

TABLE 123

ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO
THE CONCEPT TRUST TERRITORY GOVERNMENT, "MASCULINE-FEMININE"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 9.667 | 1.933 | |
| "Within" Districts | 533 | 2495.045 | 4.681 | .413 |
| Total | 538 | 2504.712 | | |

**Values significant at the .01 level or better

## TABLE 124

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT UNITED STATES, "GOOD-BAD"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 18.050 | 3.610 | |
| "Within" Districts | 550 | 625.331 | 1.137 | 3.175** |
| Total | 555 | 643.381 | | |

## TABLE 125

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT UNITED STATES, "KIND-CRUEL"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 106.469 | 21.294 | |
| "Within" Districts | 544 | 2593.031 | 4.767 | 4.467** |
| Total | 549 | 2699.500 | | |

**values significant at the .01 level or better

## TABLE 126

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT UNITED STATES, "BEAUTIFUL-UGLY"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 13.159 | 2.632 | |
| "Within" Districts | 539 | 655.990 | 1.217 | 2.162 |
| Total | 544 | 669.149 | | |

## TABLE 127

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT UNITED STATES, "MASCULINE-FEMININE"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 56.384 | 11.277 | |
| "Within" Districts | 536 | 2436.880 | 4.546 | 2.480* |
| Total | 541 | 2493.263 | | |

*values significant at the .05 level or better

## TABLE 128

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT BOOKS, "GOOD-BAD"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 15.212 | 3.042 | |
| "Within" Districts | 549 | 548.976 | 1.000 | 3.042** |
| Total | 554 | 564.187 | | |

## TABLE 129

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT BOOKS, "KIND-CRUEL"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 162.843 | 32.569 | |
| "Within" Districts | 538 | 2539.392 | 4.720 | 6.900** |
| Total | 543 | 2702.235 | | |

**values significant at the .01 level or better

## TABLE 130

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT BOOKS, "BEAUTIFUL-UGLY"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 45.583 | 9.117 | |
| "Within" Districts | 540 | 941.948 | 1.744 | 5.226* |
| Total | 545 | 987.531 | | |

## TABLE 131

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT BOOKS, "MASCULINE-FEMININE"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 44.756 | 8.951 | |
| "Within" Districts | 535 | 2049.451 | 3.831 | 2.337* |
| Total | 540 | 2094.207 | | |

*values significant at the .05 level or better

## TABLE 132

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT TEACHERS, "GOOD-BAD"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 130.558 | 26.112 | |
| "Within" Districts | 550 | 739.982 | 1.345 | 19.408** |
| Total | 555 | 870.540 | | |

## TABLE 133

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT TEACHERS, "KIND-CRUEL"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 165.242 | 33.048 | |
| "Within" Districts | 536 | 2581.107 | 4.816 | 6.863** |
| Total | 541 | 2746.349 | | |

**values significant at the .01 level or better

## TABLE 134

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT TEACHERS, "BEAUTIFUL-UGLY"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 189.400 | 37.880 | |
| "Within" Districts | 539 | 1095.547 | 2.033 | 18.637** |
| Total | 544 | 1284.947 | | |

## TABLE 135

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT TEACHERS, "MASCULINE-FEMININE"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 24.963 | 4.993 | |
| "Within" Districts | 537 | 2671.118 | 4.974 | 1.004 |
| Total | 542 | 2696.081 | | |

**Values significant at the .01 level or better

## TABLE 136

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT JAPAN, "GOOD-BAD"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 133.513 | 26.703 | |
| "Within" Districts | 549 | 2886.858 | 5.258 | 5.078** |
| Total | 554 | 3020.371 | | |

## TABLE 137

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT JAPAN, "KIND-CRUEL"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 96.479 | 19.296 | |
| "Within" Districts | 538 | 2779.021 | 5.165 | 3.736** |
| Total | 543 | 2875.500 | | |

**values significant at the .01 level or better

## TABLE 138

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT JAPAN, "BEAUTIFUL-UGLY"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 94.099 | 18.820 | |
| "Within" Districts | 538 | 2378.306 | 4.421 | 4.257** |
| Total | 543 | 2472.404 | | |

## TABLE 139

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT JAPAN, "MASCULINE-FEMININE"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 68.400 | 13.680 | |
| "Within" Districts | 538 | 1945.760 | 3.617 | 3.783** |
| Total | 543 | 2014.160 | | |

**Values significant at the .01 level or better

## TABLE 140

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT UNITED STATES TERRITORIES, "GOOD-BAD"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 18.390 | 3.678 | |
| "Within" Districts | 551 | 936.497 | 1.700 | 2.164 |
| Total | 556 | 954.887 | | |

## TABLE 141

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT UNITED STATES TERRITORIES, "KIND-CRUEL"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 188.125 | 37.625 | |
| "Within" Districts | 539 | 2527.790 | 4.690 | 8.023* |
| Total | 544 | 2715.916 | | |

*Values significant at the .05 level or better

## TABLE 142

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT UNITED STATES TERRITORIES, "BEAUTIFUL-UGLY"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 25.051 | 5.010 | |
| "Within" Districts | 545 | 1053.188 | 1.932 | 2.593* |
| Total | 550 | 1078.240 | | |

## TABLE 143

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT UNITED STATES TERRITORIES, "MASCULINE-FEMININE"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 18.569 | 3.714 | |
| "Within" Districts | 537 | 2172.860 | 4.046 | .918 |
| Total | 542 | 2192.429 | | |

*Values significant at the .05 level or better

## TABLE 144

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT FRIENDS, "GOOD-BAD"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 31.824 | 6.365 | |
| "Within" Districts | 548 | 834.647 | 1.523 | 4.179** |
| Total | 553 | 866.471 | | |

## TABLE 145

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT FRIENDS, "KIND-CRUEL"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 260.775 | 52.155 | |
| "Within" Districts | 541 | 2457.646 | 4.543 | 11.481** |
| Total | 546 | 2718.420 | | |

**Values significant at the .01 level or better

## TABLE 146

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT FRIENDS, "BEAUTIFUL-UGLY"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 64.317 | 12.863 | |
| "Within" Districts | 541 | 1059.533 | 1.958 | 6.568** |
| Total | 546 | 1123.850 | | |

## TABLE 147

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT FRIENDS, "MASCULINE-FEMININE"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 21.836 | 4.367 | |
| "Within" Districts | 537 | 2744.047 | 5.110 | .855 |
| Total | 542 | 2765.882 | | |

**Values significant at the .01 level or better

## TABLE 148

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT WORK, "GOOD-BAD"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 24.546 | 4.909 | |
| "Within" Districts | 549 | 1350.848 | 2.461 | 1.995 |
| Total | 554 | 1375.395 | | |

## TABLE 149

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT WORK, "KIND-CRUEL"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 147.746 | 29.549 | |
| "Within" Districts | 542 | 2509.895 | 4.630 | 6.381** |
| Total | 547 | 2657.641 | | |

**Values significant at the .01 level or better

## TABLE 150

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT WORK, "BEAUTIFUL-UGLY"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 44.215 | 8.843 | |
| "Within" Districts | 541 | 1883.101 | 3.481 | 2.541* |
| Total | 546 | 1927.316 | | |

## TABLE 151

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT WORK, "MASCULINE-FEMININE"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 11.759 | 2.352 | |
| "Within" Districts | 542 | 2364.920 | 4.363 | .539 |
| Total | 547 | 2376.679 | | |

*Values significant at the .05 level or better

## TABLE 152

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT MONEY, "GOOD-BAD"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 15.864 | 3.173 | |
| "Within" Districts | 550 | 420.561 | .765 | 4.150** |
| Total | 555 | 436.424 | | |

## TABLE 153

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT MONEY, "KIND-CRUEL"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 175.714 | 35.143 | |
| "Within" Districts | 539 | 2688.737 | 4.988 | 7.045** |
| Total | 544 | 2864.451 | | |

**Values significant at the .01 level or better

## TABLE 154

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT MONEY, "BEAUTIFUL-UGLY"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 28.514 | 5.703 | |
| "Within" Districts | 539 | 1208.136 | 2.241 | 2.544* |
| Total | 544 | 1236.650 | | |

## TABLE 155

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT MONEY, "MASCULINE-FEMININE"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 22.848 | 4.570 | |
| "Within" Districts | 538 | 2155.841 | 4.607 | 1.140 |
| Total | 543 | 2178.690 | | |

*Values significant at the .05 level or better

## TABLE 156

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT EDUCATION, "GOOD-BAD"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 21.061 | 4.212 | |
| "Within" Districts | 548 | 424.306 | .774 | 5.440** |
| Total | 553 | 445.366 | | |

## TABLE 157

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT EDUCATION, "KIND-CRUEL"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 155.547 | 31.109 | |
| "Within" Districts | 546 | 2583.837 | 4.732 | 6.574** |
| Total | 551 | 2739.384 | | |

**Values significant at the .01 level or better

## TABLE 158

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT EDUCATION, "BEAUTIFUL-UGLY"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 75.135 | 15.027 | |
| "Within" Districts | 543 | 1004.235 | 1.849 | 8.125* |
| Total | 548 | 1079.370 | | |

## TABLE 159

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT EDUCATION, "MASCULINE-FEMININE"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 29.085 | 5.817 | |
| "Within" Districts | 540 | 2246.836 | 4.161 | 1.398 |
| Total | 545 | 2275.921 | | |

*Values significant at the .05 level or better

## TABLE 160

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT RELIGION, "GOOD-BAD"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 79.126 | 15.825 | |
| "Within" Districts | 547 | 995.880 | 1.821 | 8.692** |
| Total | 552 | 1075.005 | | |

## TABLE 161

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT RELIGION, "KIND-CRUEL"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 153.501 | 30.700 | |
| "Within" Districts | 541 | 2344.335 | 4.333 | 7.085** |
| Total | 546 | 2497.835 | | |

**Values significant at the .01 level or better

## TABLE 162

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT RELIGION, "BEAUTIFUL-UGLY"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 58.978 | 11.796 | |
| "Within" Districts | 541 | 1208.137 | 2.233 | 5.282** |
| Total | 546 | 1267.115 | | |

## TABLE 163

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT RELIGION, "MASCULINE-FEMININE"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 27.763 | 5.553 | |
| "Within" Districts | 537 | 1930.215 | 3.594 | 1.545 |
| Total | 542 | 1957.978 | | |

**Values significant at the .01 level or better

## TABLE 164

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT MICRONESIAN CULTURE, "GOOD-BAD"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 60.777 | 12.156 | |
| "Within" Districts | 548 | 1422.638 | 2.596 | 4.682* |
| Total | 553 | 1483.415 | | |

## TABLE 165

## ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT MICRONESIAN CULTURE, "KIND-CRUEL"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 176.487 | 35.297 | |
| "Within" Districts | 542 | 2493.767 | 4.601 | 7.672** |
| Total | 547 | 2670.254 | | |

*Values significant at the .05 level or better
**Values significant at the .01 level or better

## TABLE 166

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT MICRONESIAN CULTURE, "BEAUTIFUL-UGLY"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 73.701 | 14.740 | |
| "Within" Districts | 544 | 1513.951 | 2.783 | 5.297** |
| Total | 549 | 1587.653 | | |

## TABLE 167

### ANALYSIS OF VARIANCE FOR DATA GENERATED FROM RESPONSES TO THE CONCEPT MICRONESIAN CULTURE, "MASCULINE-FEMININE"

| Source of Variation | DF | Sum of Squares | Mean Square | F Value |
|---|---|---|---|---|
| "Between" Districts | 5 | 36.519 | 7.304 | |
| "Within" Districts | 540 | 1880.426 | 3.482 | 2.097 |
| Total | 545 | 1916.945 | | |

**Values significant at the .01 level or better

## TABLE 168

### INDIVIDUAL COMPARISONS OF MEANS BETWEEN DISTRICTS FOR "SUPPORTIVE - NON-SUPPORTIVE OF EDUCATION" DIMENSION

| District | Yap | Ponape | Marshalls | Palau | Marianas | Truk |
|---|---|---|---|---|---|---|
| Yap | O | .288 | .381 | .820 | .829 | .926* |
| Ponape |  | O | .093 | .532 | .541 | .638 |
| Marshalls |  |  | O | .439 | .448 | .545 |
| Palau |  |  |  | O | .009 | .106 |
| Marianas |  |  |  |  | O | .097 |
| Truk |  |  |  |  |  | O |

## TABLE 169

### INDIVIDUAL COMPARISONS OF MEANS BETWEEN DISTRICTS FOR "AUTHORITARIANISM" DIMENSION

| District | Marianas | Truk | Palau | Ponape | Marshalls | Yap |
|---|---|---|---|---|---|---|
| Marianas | O | .503 | .893* | .955* | 1.182** | 1.646** |
| Truk |  | O | .390 | .452 | .679 | 1.142 |
| Palau |  |  | O | .062 | .289 | .752 |
| Ponape |  |  |  | O | .227 | .690 |
| Marshalls |  |  |  |  | O | .463 |
| Yap |  |  |  |  |  | O |

*Values significant at the .05 level or better
**Values significant at the .01 level or better

## TABLE 170

### INDIVIDUAL COMPARISONS OF MEANS BETWEEN DISTRICTS FOR "INDIVIDUALISTIC-COLLECTIVISTIC" DIMENSION

| District | Ponape | Truk | Marianas | Palau | Yap | Marshalls |
|---|---|---|---|---|---|---|
| Ponape | O | .389 | .407 | .831* | 1.149** | 1.292** |
| Truk | | O | .018 | .442 | .760 | .903* |
| Marianas | | | O | .424 | .743 | .883* |
| Palau | | | | O | .319 | .461 |
| Yap | | | | | O | .142 |
| Marshalls | | | | | | O |

## TABLE 171

### INDIVIDUAL COMPARISONS OF MEANS BETWEEN DISTRICTS FOR SCALE "FAIR-PLAY" DIMENSION

| District | Marshalls | Yap | Truk | Palau | Ponape | Marianas |
|---|---|---|---|---|---|---|
| Marshalls | O | .558 | .745 | .996* | 1.594** | 2.828** |
| Yap | | O | .187 | .438 | 1.036** | 2.271** |
| Truk | | | O | .251 | .849* | 2.084** |
| Palau | | | | O | .598 | 1.832** |
| Ponape | | | | | O | 1.235** |
| Marianas | | | | | | O |

*Values significant at the .05 level or better
**Values significant at the .01 level or better

## TABLE 172

## INDIVIDUAL COMPARISONS OF MEANS BETWEEN DISTRICTS FOR ATTITUDINAL ITEM #1

| District | Yap | Marshalls | Palau | Ponape | Marianas | Truk |
|---|---|---|---|---|---|---|
| Yap | 0 | .200 | .395* | .456** | .486** | .749** |
| Marshalls | | 0 | .195 | .256 | .286 | .549** |
| Palau | | | 0 | .061 | .090 | .354* |
| Ponape | | | | 0 | .029 | .293 |
| Marianas | | | | | 0 | .264 |
| Truk | | | | | | 0 |

## TABLE 173

## INDIVIDUAL COMPARISONS OF MEANS BETWEEN DISTRICTS FOR ATTITUDINAL ITEM #2

| District | Yap | Marshalls | Truk | Palau | Ponape | Marianas |
|---|---|---|---|---|---|---|
| Yap | 0 | .007 | .356 | .399* | .480* | .526** |
| Marshalls | | 0 | .349 | .392* | .473* | .519** |
| Truk | | | 0 | .043 | .124 | .170 |
| Palau | | | | 0 | .080 | .127 |
| Ponape | | | | | 0 | .046 |
| Marianas | | | | | | 0 |

*Values significant at the .05 level or better
**Values significant at the .01 level or better

## TABLE 174

## INDIVIDUAL COMPARISONS OF MEANS BETWEEN DISTRICTS FOR ATTITUDINAL ITEM #7

| District | Truk | Palau | Marshalls | Yap | Ponape | Marianas |
|---|---|---|---|---|---|---|
| Truk | O | .011 | .237 | .290 | .330 | .791** |
| Palau | | O | .226 | .279 | .319 | .780** |
| Marshalls | | | O | .053 | .093 | .554** |
| Yap | | | | O | .040 | .500** |
| Ponape | | | | | O | .460** |
| Marianas | | | | | | O |

## TABLE 175

## INDIVIDUAL COMPARISONS OF MEANS BETWEEN DISTRICTS FOR ATTITUDINAL ITEM #9

| District | Truk | Ponape | Marshalls | Yap | Palau | Marianas |
|---|---|---|---|---|---|---|
| Truk | O | .062 | .251 | .327 | .407 | .445** |
| Ponape | | O | .189 | .265 | .344 | .382 |
| Marshalls | | | O | .076 | .155 | .193 |
| Yap | | | | O | .080 | .117 |
| Palau | | | | | O | .038 |
| Marianas | | | | | | O |

**Values significant at the .01 level or better

## TABLE 176

## INDIVIDUAL COMPARISONS OF MEANS BETWEEN DISTRICTS FOR ATTITUDINAL ITEM #10

| District | Ponape | Marshalls | Palau | Yap | Truk | Marianas |
|---|---|---|---|---|---|---|
| Ponape | 0 | .200 | .392* | .424* | .469* | .525** |
| Marshalls | | 0 | .192* | .223 | .268 | .325 |
| Palau | | | 0 | .031 | .076 | .133 |
| Yap | | | | 0 | .045 | .102 |
| Truk | | | | | 0 | .057 |
| Marianas | | | | | | 0 |

## TABLE 177

## INDIVIDUAL COMPARISONS OF MEANS BETWEEN DISTRICTS FOR ATTITUDINAL ITEM #12

| District | Truk | Ponape | Marianas | Palau | Marshalls | Yap |
|---|---|---|---|---|---|---|
| Truk | 0 | .165 | .284 | .403* | .731** | .735** |
| Ponape | | 0 | .119 | .237 | .566** | .570** |
| Marianas | | | 0 | .119 | .447* | .451* |
| Palau | | | | 0 | .328 | .333 |
| Marshalls | | | | | 0 | .004 |
| Yap | | | | | | 0 |

*Values significant at the .05 level or better
**Values significant at the .01 level or better

## TABLE 178

## INDIVIDUAL COMPARISONS OF MEANS BETWEEN DISTRICTS FOR ATTITUDINAL ITEM #19

| District | Yap | Marshalls | Truk | Palau | Ponape | Marianas |
|---|---|---|---|---|---|---|
| Yap | 0 | .020 | .168 | .402* | .428* | .485* |
| Marshalls | | 0 | .148 | .382 | .408* | .465* |
| Truk | | | 0 | .233 | .259 | .317 |
| Palau | | | | 0 | .026 | .083 |
| Ponape | | | | | 0 | .057 |
| Marianas | | | | | | 0 |

## TABLE 179

## INDIVIDUAL COMPARISONS OF MEANS BETWEEN DISTRICTS FOR ATTITUDINAL ITEM #21

| District | Marianas | Truk | Marshalls | Ponape | Yap | Palau |
|---|---|---|---|---|---|---|
| Marianas | 0 | .283 | .297 | .459* | .514* | .585** |
| Truk | | 0 | .014 | .175 | .230 | .301 |
| Marshalls | | | 0 | .161 | .217 | .287 |
| Ponape | | | | 0 | .055 | .126 |
| Yap | | | | | 0 | .071 |
| Palau | | | | | | 0 |

*Values significant at the .05 level or better
**Values significant at the .01 level or better

## TABLE 180

## INDIVIDUAL COMPARISONS OF MEANS BETWEEN DISTRICTS FOR ATTITUDINAL ITEM #23

| District | Marshalls | Yap | Truk | Ponape | Palau | Marianas |
|---|---|---|---|---|---|---|
| Marshalls | O | .073 | .090 | .484* | .602** | .714** |
| Yap | | O | .017 | .411* | .528** | .641** |
| Truk | | | O | .394* | .511** | .624** |
| Ponape | | | | O | .118 | .230 |
| Palau | | | | | O | .113 |
| Marianas | | | | | | O |

## TABLE 181

## INDIVIDUAL COMPARISONS OF MEANS BETWEEN DISTRICTS FOR ATTITUDINAL ITEM #25

| District | Marianas | Palau | Truk | Ponape | Yap | Marshalls |
|---|---|---|---|---|---|---|
| Marianas | O | .004 | .072 | .082 | .282 | .450* |
| Palau | | O | .068 | .078 | .278 | .446* |
| Truk | | | O | .010 | .210 | .378 |
| Ponape | | | | O | .200 | .368 |
| Yap | | | | | O | .168 |
| Marshalls | | | | | | O |

*Values significant at the .05 level or better
**Values significant at the .01 level or better

## TABLE 182

## INDIVIDUAL COMPARISONS OF MEANS BETWEEN DISTRICTS FOR ATTITUDINAL ITEM #26

| District | Marianas | Ponape | Yap | Truk | Palau | Marshalls |
|---|---|---|---|---|---|---|
| Marianas | 0 | .290 | .384 | .440 | .450 | .526* |
| Ponape | | 0 | .094 | .150 | .159 | .236 |
| Yap | | | 0 | .056 | .065 | .142 |
| Truk | | | | 0 | .009 | .086 |
| Palau | | | | | 0 | .077 |
| Marshalls | | | | | | 0 |

## TABLE 183

## INDIVIDUAL COMPARISONS OF MEANS BETWEEN DISTRICTS FOR ATTITUDINAL ITEM #29

| District | Ponape | Yap | Marshalls | Palau | Truk | Marianas |
|---|---|---|---|---|---|---|
| Ponape | 0 | .264 | .378 | .384 | .386 | .405* |
| Yap | | 0 | .114 | .120 | .123 | .141 |
| Marshalls | | | 0 | .006 | .008 | .027 |
| Palau | | | | 0 | .003 | .021 |
| Truk | | | | | 0 | .019 |
| Marianas | | | | | | 0 |

*Values significant at the .05 level or better

## TABLE 184

## INDIVIDUAL COMPARISONS OF MEANS BETWEEN DISTRICTS FOR ATTITUDINAL ITEM #30

| District | Marshalls | Palau | Yap | Ponape | Truk | Marianas |
|---|---|---|---|---|---|---|
| Marshalls | 0 | .049 | .169 | .421* | .526** | .685** |
| Palau | | 0 | .120 | .372 | .478* | .637** |
| Yap | | | 0 | .252 | .358 | .516** |
| Ponape | | | | 0 | .106 | .265 |
| Truk | | | | | 0 | .159 |
| Marianas | | | | | | 0 |

## TABLE 185

## INDIVIDUAL COMPARISONS OF MEANS BETWEEN DISTRICTS FOR THE CONCEPT "SCHOOL" AND FOR THE SCALE "BEAUTIFUL-UGLY"

| District | Marianas | Yap | Palau | Ponape | Truk | Marshalls |
|---|---|---|---|---|---|---|
| Marianas | 0 | .631** | .954** | .960** | 1.138** | 1.167** |
| Yap | | 0 | .323 | .329 | .507 | .536 |
| Palau | | | 0 | .006 | .184 | .213 |
| Ponape | | | | 0 | .178 | .207 |
| Truk | | | | | 0 | .029 |
| Marshalls | | | | | | 0 |

**Values significant at the .01 level or better

## TABLE 186

## INDIVIDUAL COMPARISONS OF MEANS BETWEEN DISTRICTS FOR CONCEPT "TRUST TERRITORY GOVERNMENT," BEAUTIFUL-UGLY

| District | Marianas | Yap | Truk | Palau | Ponape | Marshalls |
|---|---|---|---|---|---|---|
| Marianas | 0 | .717** | 1.043** | 1.187** | 1.367** | 1.535** |
| Yap | | 0 | .326 | .470 | .650* | .816** |
| Truk | | | 0 | .144 | .324 | .490 |
| Palau | | | | 0 | .180 | .346 |
| Ponape | | | | | 0 | .166 |
| Marshalls | | | | | | 0 |

## TABLE 187

## INDIVIDUAL COMPARISONS OF MEANS BETWEEN DISTRICTS FOR CONCEPT "BOOKS," KIND-CRUEL

| District | Marshalls | Ponape | Marianas | Truk | Yap | Palau |
|---|---|---|---|---|---|---|
| Marshalls | 0 | .258 | .321 | 1.131** | 1.142** | 1.490** |
| Ponape | | 0 | .063 | .872* | .884* | 1.232** |
| Marianas | | | 0 | .810 | .821* | 1.169** |
| Truk | | | | 0 | .011 | .360 |
| Yap | | | | | 0 | .348 |
| Palau | | | | | | 0 |

*Values significant at the .05 level or better
**Values significant at the .01 level or better

## TABLE 188

## INDIVIDUAL COMPARISONS OF MEANS BETWEEN DISTRICTS FOR THE CONCEPT "BOOKS," BEAUTIFUL-UGLY

| District | Yap | Marianas | Ponape | Truk | Palau | Marshalls |
|---|---|---|---|---|---|---|
| Yap | O | .205 | .324 | .667** | .681** | .790** |
| Marianas |  | O | .119 | .463 | .476 | .585* |
| Ponape |  |  | O | .344 | .357 | .466 |
| Truk |  |  |  | O | .014 | .123 |
| Palau |  |  |  |  | O | .109 |
| Marshalls |  |  |  |  |  | O |

## TABLE 189

## INDIVIDUAL COMPARISONS OF MEANS BETWEEN DISTRICTS FOR THE CONCEPT "TEACHERS," KIND-CRUEL

| District | Marshalls | Marianas | Yap | Ponape | Truk | Palau |
|---|---|---|---|---|---|---|
| Marshalls | O | .436 | 1.006** | 1.140** | 1.258** | 1.740** |
| Marianas |  | O | .570 | .703 | .822 | 1.303** |
| Yap |  |  | O | .133 | .252 | .733 |
| Ponape |  |  |  | O | .119 | .600 |
| Truk |  |  |  |  | O | .483 |
| Palau |  |  |  |  |  | O |

*Values significant at the .05 level or better
**Values significant at the .01 level or better

## TABLE 190

## INDIVIDUAL COMPARISONS OF MEANS BETWEEN DISTRICTS FOR THE CONCEPT "JAPAN," KIND-CRUEL

| District | Truk | Palau | Yap | Marshalls | Ponape | Marianas |
|---|---|---|---|---|---|---|
| Truk | O | .215 | .301 | .925* | .996* | 1.057* |
| Palau | | O | .086 | .710 | .782 | .842 |
| Yap | | | O | .624 | .696 | .756 |
| Marshalls | | | | O | .072 | .132 |
| Ponape | | | | | O | .060 |
| Marianas | | | | | | O |

## TABLE 191

## INDIVIDUAL COMPARISONS OF MEANS BETWEEN DISTRICTS FOR THE CONCEPT "UNITED STATES TERRITORIES," KIND-CRUEL

| District | Marshalls | Marianas | Ponape | Yap | Truk | Palau |
|---|---|---|---|---|---|---|
| Marshalls | O | .871** | 1.157** | 1.334** | 1.628** | 1.846** |
| Marianas | | O | .286 | .462 | .757 | .975* |
| Ponape | | | O | .176 | .471 | .689 |
| Yap | | | | O | .295 | .513 |
| Truk | | | | | O | .218 |
| Palau | | | | | | O |

*Values significant at the .05 level or better
**Values significant at the .01 level or better

## TABLE 192

### INDIVIDUAL COMPARISONS OF MEANS BETWEEN DISTRICTS FOR THE CONCEPT "UNITED STATES TERRITORIES," BEAUTIFUL-UGLY

| District | Marianas | Yap | Ponape | Truk | Palau | Marshalls |
|---|---|---|---|---|---|---|
| Marianas | 0 | .060 | .151 | .339 | .393 | .632* |
| Yap | | 0 | .092 | .279 | .333 | .572* |
| Ponape | | | 0 | .188 | .242 | .480 |
| Truk | | | | 0 | .054 | .293 |
| Palau | | | | | 0 | .239 |
| Marshalls | | | | | | 0 |

## TABLE 193

### INDIVIDUAL COMPARISONS OF MEANS BETWEEN DISTRICTS FOR THE CONCEPT "FRIENDS," BEAUTIFUL-UGLY

| District | Marianas | Yap | Ponape | Palau | Marshalls | Truk |
|---|---|---|---|---|---|---|
| Marianas | 0 | .369 | .491* | .652** | .792** | 1.112** |
| Yap | | 0 | .122 | .283 | .423 | .743** |
| Ponape | | | 0 | .161 | .301 | .621* |
| Palau | | | | 0 | .140 | .460 |
| Marshalls | | | | | 0 | |
| Truk | | | | | | 0 |

*Values significant at the .05 level or better
**Values significant at the .01 level or better

## TABLE 194

## INDIVIDUAL COMPARISONS OF MEANS BETWEEN DISTRICTS FOR THE CONCEPT "WORK," KIND-CRUEL

| District | Marianas | Marshalls | Ponape | Palau | Yap | Truk |
|---|---|---|---|---|---|---|
| Marianas | ○ | .352 | .442 | 1.084** | 1.094** | 1.517** |
| Marshalls | | ○ | .090 | .733 | .743 | 1.166** |
| Ponape | | | ○ | .642 | .652 | 1.075** |
| Palau | | | | ○ | .010 | .433 |
| Yap | | | | | ○ | .423 |
| Truk | | | | | | ○ |

## TABLE 195

## INDIVIDUAL COMPARISONS OF MEANS BETWEEN DISTRICTS FOR THE CONCEPT "WORK," BEAUTIFUL-UGLY

| District | Marianas | Truk | Ponape | Yap | Palau | Marshalls |
|---|---|---|---|---|---|---|
| Marianas | ○ | .169 | .190 | .317 | .743 | .763* |
| Truk | | ○ | .021 | .148 | .575 | .594 |
| Ponape | | | ○ | .127 | .554 | .573 |
| Yap | | | | ○ | .427 | .446 |
| Palau | | | | | ○ | .019 |
| Marshalls | | | | | | ○ |

*Values significant at the .05 level or better
**Values significant at the .01 level or better

## TABLE 196

## INDIVIDUAL COMPARISONS OF MEANS BETWEEN DISTRICTS FOR THE CONCEPT "MONEY," KIND-CRUEL

| District | Marshalls | Marianas | Ponape | Yap | Truk | Palau |
|---|---|---|---|---|---|---|
| Marshalls | 0 | .588 | .703 | 1.443** | 1.510** | 1.516** |
| Marianas | | 0 | .115 | .855* | .922* | .928* |
| Ponape | | | 0 | .740 | .807 | .813 |
| Yap | | | | 0 | .068 | .073 |
| Truk | | | | | 0 | .006 |
| Palau | | | | | | 0 |

## TABLE 197

## INDIVIDUAL COMPARISONS OF MEANS BETWEEN DISTRICTS FOR THE CONCEPT "MONEY," BEAUTIFUL-UGLY

| District | Marianas | Ponape | Truk | Yap | Palau | Marshalls |
|---|---|---|---|---|---|---|
| Marianas | 0 | .281 | .464 | .526 | .593 | .732* |
| Ponape | | 0 | .182 | .245 | .312 | .451 |
| Truk | | | 0 | .063 | .130 | .268 |
| Yap | | | | 0 | .067 | .206 |
| Palau | | | | | 0 | .139 |
| Marshalls | | | | | | 0 |

*Values significant at the .05 level or better
**Values significant at the .01 level or better

## TABLE 198

## INDIVIDUAL COMPARISONS OF MEANS BETWEEN DISTRICTS FOR THE CONCEPT "EDUCATION", KIND-CRUEL

| District | Marshalls | Yap | Marianas | Ponape | Truk | Palau |
|---|---|---|---|---|---|---|
| Marshalls | O | 1.067** | 1.102 | 1.273** | 1.555** | 1.658** |
| Yap | | O | .035 | .206 | .488 | .591 |
| Marianas | | | O | .171 | .453 | .556 |
| Ponape | | | | O | .282 | .385 |
| Truk | | | | | O | .103 |
| Palau | | | | | | O |

## TABLE 199

## INDIVIDUAL COMPARISONS OF MEANS BETWEEN DISTRICTS FOR THE CONCEPT "MICRONESIAN CULTURE," KIND-CRUEL

| District | Marshalls | Marianas | Ponape | Palau | Truk | Yap |
|---|---|---|---|---|---|---|
| Marshalls | O | .087 | .631 | 1.235** | 1.245** | 1.450** |
| Marianas | | O | .545 | 1.148** | 1.158** | 1.363** |
| Ponape | | | O | .604 | .614 | .818* |
| Palau | | | | O | .010 | .215 |
| Truk | | | | | O | .204 |
| Yap | | | | | | O |

*Values significant at the .05 level or better
**Values significant at the .01 level or better

TABLE 200

INDIVIDUAL COMPARISONS OF MEANS BETWEEN DISTRICTS FOR THE CONCEPT "MICRONESIAN CULTURE," BEAUTIFUL-UGLY

| District | Marianas | Ponape | Palau | Truk | Yap | Marshalls |
|---|---|---|---|---|---|---|
| Marianas | 0 | .542* | .942** | .960** | 1.009** | 1.067** |
| Ponape |  | 0 | .401 | .418 | .467 | .526 |
| Palau |  |  | 0 | .018 | .067 | .125 |
| Truk |  |  |  | 0 | .049 | .107 |
| Yap |  |  |  |  | 0 | .058 |
| Marshalls |  |  |  |  |  | 0 |

*Values significant at the .05 level or better
**Values significant at the .01 level or better

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# APPENDIX A

ID #

# MICRONESIAN ATTITUDINAL INVENTORY

December, 1970

This inventory was developed by Dr. William A. Broadbent, for the purpose of generating a series of attitudinal profiles of 8th grade students in each of the Micronesian Trust Territory Districts. The administration of this instrument is to be monitored and conducted by personnel of the Northwest Regional Educational Laboratory in conjunction with other complimentary activities entailed in the Trust Territory of the Pacific Islands Education Project.

## QUESTIONNAIRE

### General Directions

This questionnaire is not part of your regular school work. However, it is important. It will provide information which will be used to improve schools on your island. Please answer all items and be as honest in your answers as possible. Your individual answers will be kept secret.

There are no right or wrong answers but all items are important.

Feel free to ask the "reader" any questions to help you understand the questionnaire. Please do not talk while the questionnaire is being administered.

(Section #1)

## Directions

Provide the information or response requested for each item. Ask the reader for any help you need in understanding what is requested. Do not move ahead of the reader.

1. Name: ☐☐☐☐☐☐☐☐☐☐☐☐☐ (last) ☐☐☐☐☐☐☐☐☐☐ (first) ☐ (middle initial)
(Print letters in boxes)

2. Sex: a. ☐ boy b. ☐ girl
(Check one)

3. School Attending: ☐☐☐☐☐☐☐☐☐☐☐☐☐☐
(Write letters in boxes)

(Do not mark)
a. ☐ b. ☐

4. Place of Birth
(Check one)

a. ☐ Marianas
b. ☐ Marshalls
c. ☐ Palau
d. ☐ Ponape
e. ☐ Truk
f. ☐ Yap
g. ☐ Other (Please specify)___

5. Father's Place of Birth
(Check one)

a. ☐ Marianas
b. ☐ Marshalls
c. ☐ Palau
d. ☐ Ponape
e. ☐ Truk
f. ☐ Yap
g. ☐ Other (Please specify)___

6. Do you think you will finish high school?
(Check one)

a. ☐ Yes
b. ☐ No

7. Do you think you will go on to college or study at a vocational institute after high school?
(Check one)

a. ☐ Yes

b. ☐ No

8. If you plan to attend college or a vocational institute where do you think it will be?
(Check one)

a. ☐ Guam

b. ☐ Hawaii

c. ☐ Community College of Micronesia

d. ☐ Micronesian Occupational Center

e. ☐ Don't plan to attend

f. ☐ Other (Please specify)___
____________________
____________________

9. Are you the oldest child in your family?

a. ☐ Yes

b. ☐ No

10. Have you lived most of your life on an outer island or near the district center?

a. ☐ Near the district center

b. ☐ Outer island

c. ☐ Other (Please specify)___
____________________
____________________

11. Would you like to travel outside of Micronesia?

a. ☐ Yes, a great deal

b. ☐ Yes, somewhat

c. ☐ Not really

d. ☐ Not at all

1.. Which of the following places would you like to visit most?

a. ☐ Guam

b. ☐ Hawaii

c. ☐ Japan

d. ☐ United States mainland

e. ☐ None of these

13. Which of the following island groups, other than your own, would you you like to visit most?

a. ☐ Marianas

b. ☐ Marshalls

c. ☐ Palau

d. ☐ Ponape

e. ☐ Truk

f. ☐ Yap

g. ☐ Don't care to visit any others.

---

(Section #2)

## Directions

This section of the questionnaire is composed of a series of statements. After reading the statement place an X in the box next to the response option that seems the most reasonable to you. You will notice the position of the various "agree" and "disagree" response options is reversed with each item. Be careful to mark the response you prefer.

Ignore the numbers appearing at the left of each statement.

(I-1) 1. Education makes a man what he is.

a. ☐ strongly agree b. ☐ agree c. ☐ disagree d. ☐ strongly disagree

(II-1) 2. The American Territories in the Pacific, such as Guam, have generally done very well.

a. ☐ strongly disagree b. ☐ disagree c. ☐ agree d. ☐ strongly agree

(III-1) 3. Politicians with bad ideas should not be allowed to speak.

a. ☐ strongly agree b. ☐ agree c. ☐ disagree d. ☐ strongly disagree

(IV-1) 4. It is better to be concerned about the present than the future.

a. ☐ strongly disagree b. ☐ disagree c. ☐ agree d. ☐ strongly agree

(V-1) 5. Obedience and respect for authority are the most important things children should learn.

a. ☐ strongly agree b. ☐ agree c. ☐ disagree d. ☐ strongly disagree

(VI-1) 6. A person makes his own success in life.

a. ☐ strongly disagree b. ☐ disagree c. ☐ agree d. ☐ strongly agree

(VII-1) 7. It is not fair to say bad things about a person when he is not around.

a. ☐ strongly agree b. ☐ agree c. ☐ disagree d. ☐ strongly disagree

(I-2) 8. Most smart people I know did not need a lot of school.

a. ☐ strongly disagree b. ☐ disagree c. ☐ agree d. ☐ strongly agree

(II-2) 9. Although they make mistakes, Americans generally mean well.

a. ☐ strongly agree b. ☐ agree c. ☐ disagree d. ☐ strongly disagree

(III-2) 10. Even criminals should have their rights.

a. ☐ strongly disagree b. ☐ disagree c. ☐ agree d. ☐ strongly agree

(IV-2) 11. Friendship should not be counted when judging a person's ability.

a. ☐ strongly agree b. ☐ agree c. ☐ disagree d. ☐ strongly disagree

(V-2) 12. It is better to work in groups than by yourself.

a. ☐ strongly disagree b. ☐ disagree c. ☐ agree d. ☐ strongly agree

(VI-2) 13. There is nothing really wrong with lying.

a. ☐ strongly agree b. ☐ agree c. ☐ disagree d. ☐ strongly disagree

(VII-2) 14. The people of Micronesia do not need any help from anybody.

a. ☐ strongly disagree b. ☐ disagree c. ☐ agree d. ☐ strongly agree

(I-3) 15. The government should stop people from reading books with dangerous ideas in them.

a. ☐ strongly agree b. ☐ agree c. ☐ disagree d. ☐ strongly disagree

(II-3) 16. People who are always planning for the future never have any fun.

a. ☐ strongly disagree b. ☐ disagree c. ☐ agree d. ☐ strongly agree

(III-3) 17. You should always get even with people who insult you.

a. ☐ strongly agree b. ☐ agree c. ☐ disagree d. ☐ strongly disagree

(IV-3) 18. Too much money is being wasted on schools.

a. ☐ strongly disagree b. ☐ disagree c. ☐ agree d. ☐ strongly agree

(V-3) 19. The Americans have done a great deal to improve conditions in Micronesia.

a. ☐ strongly agree b. ☐ agree c. ☐ disagree d. ☐ strongly disagree

(VI-3) 20. In order to do better in life, you have to plan ahead.

a. ☐ strongly disagree b. ☐ disagree c. ☐ agree d. ☐ strongly agree

(VII-3) 21. Everyone should have complete faith in some kind of a God and obey him without question.

a. ☐ strongly agree b. ☐ agree c. ☐ disagree d. ☐ strongly disagree

(I-4) 22. A person should listen to his family in making career decisions.

a. ☐ strongly disagree b. ☐ disagree c. ☐ agree d. ☐ strongly agree

(II-4) 23. People who cheat and use tricks never do well.

a. ☐ strongly agree b. ☐ agree c. ☐ disagree d. ☐ strongly disagree

(III-4) 24. You need to go to school to know how to enjoy life.

a. ☐ strongly disagree b. ☐ disagree c. ☐ agree d. ☐ strongly agree

(IV-4) 25. The Japanese did a lot more to help the people of Micronesia than have the Americans.

a. ☐ strongly agree b. ☐ agree c. ☐ disagree d. ☐ strongly disagree

(V-4) 26. People with crazy ideas should not be allowed to speak in public.

a. ☐ strongly disagree b. ☐ disagree c. ☐ agree d. ☐ strongly agree

(VI-4) 27. You can not know what will happen in the future.

a. ☐ strongly agree b. ☐ agree c. ☐ disagree d. ☐ strongly disagree

(VII-4) 28. No good person could ever think of hurting a close friend or relative.

a. ☐ strongly disagree b. ☐ disagree c. ☐ agree d. ☐ strongly agree

(I-5) 29. Works of art, such as paintings or wood carvings, are usually the products of individuals rather than groups.

a. ☐ strongly agree b. ☐ agree c. ☐ disagree d. ☐ strongly disagree

(II-5) 30. A person should never make fun of someone else.

a. strongly disagree b. ☐ disagree c. ☐ agree d. ☐ strongly agree

(Section #3)

## Directions

The purpose of this part of the questionnaire is to measure the MEANINGS that certain words have to you. On each of the following pages, you will find a different word or words to be judged and beneath it a set of scales. Please rate each word by marking an X on the line between each pair of words.

If you feel that the words meaning at the top of the page is very close to one end of the scale, you should place your X as follows:

AIRPLANES

good _X_:___:___:___:___:___:___: bad

OR

AIRPLANES

good ___:___:___:___:___:___:_X_: bad

AIRPLANES

If you feel that the words meaning is close to one or the other end of the scale (but not very close), you should place your check-mark as follows:

good ___:_X_:___:___:___:___:___: bad

OR

good ___:___:___:___:___:_X_:___: bad

If the words meaning seems only a little close to one side or the other side (but is not really neutral), then you should check as follows:

good ___:___:_X_:___:___:___:___: bad

OR

good ___:___:___:___:_X_:___:___: bad

If you consider the word to be neutral on the scale, or if the scale is completely irrelevant and unrelated to the word, then you should place your check-mark in the middle space:

AIRPLANES

good ___:___:___:_X_:___:___:___: bad

IT IS VERY IMPORTANT THAT YOU:

(1) Place your X's in the middle of the space, not on the boundaries.

this not this
____ : ____ : __X__ : ____X: ____ : ____ : ____

(2) Be sure you check every scale for every word -- DO NOT OMIT ANY!

(3) Never put more than one check-mark on a single scale.

Sometimes you may feel as though you have had the same word before. This will not be the case, so DO NOT LOOK BACK AND FORTH through the pages. Do not try to remember how you checked similar items earlier. CONSIDER EACH WORD BY ITSELF. Remember this is not a test -- so there are no right or wrong answers. It is your FIRST IDEA that counts. On the other hand, please do not be careless, because we want your true feelings

SUB SET #1

SCHOOL

good _____:_____:_____:_____:_____:_____:_____: bad

cruel _____:_____:_____:_____:_____:_____:_____: kind

beautiful _____:_____:_____:_____:_____:_____:_____: ugly

feminine _____:_____:_____:_____:_____:_____:_____: masculine

SUB SET #2

TRUST TERRITORY GOVERNMENT

good _____:_____:_____:_____:_____:_____:_____: bad

cruel _____:_____:_____:_____:_____:_____:_____: kind

beautiful _____:_____:_____:_____:_____:_____:_____: ugly

feminine _____:_____:_____:_____:_____:_____:_____: masculine

SUB SET #3

UNITED STATES

good _____:_____:_____:_____:_____:_____:_____: bad

cruel _____:_____:_____:_____:_____:_____:_____: kind

beautiful _____:_____:_____:_____:_____:_____:_____: ugly

feminine _____:_____:_____:_____:_____:_____:_____: masculine

SUB SET #4

BOOKS

good _____:_____:_____:_____:_____:_____:_____: bad

cruel _____:_____:_____:_____:_____:_____:_____: kind

beautiful _____:_____:_____:_____:_____:_____:_____: ugly

feminine _____:_____:_____:_____:_____:_____:_____: masculine

SUB SET #5

TEACHERS

good _____:_____:_____:_____:_____:_____:_____: bad
cruel _____:_____:_____:_____:_____:_____:_____: kind
beautiful _____:_____:_____:_____:_____:_____:_____: ugly
feminine _____:_____:_____:_____:_____:_____:_____: masculine

SUB SET #6

JAPAN

good _____:_____:_____:_____:_____:_____:_____: bad
cruel _____:_____:_____:_____:_____:_____:_____: kind
beautiful _____:_____:_____:_____:_____:_____:_____: ugly
feminine _____:_____:_____:_____:_____:_____:_____: masculine

## SUB SET #7

## UNITED STATES TERRITORIES

good _____:_____:_____:_____:_____:_____:_____: bad

cruel _____:_____:_____:_____:_____:_____:_____: kind

beautiful _____:_____:_____:_____:_____:_____:_____: ugly

feminine _____:_____:_____:_____:_____:_____:_____: masculine

## SUB SET #8

## FRIENDS

good _____:_____:_____:_____:_____:_____:_____: bad

cruel _____:_____:_____:_____:_____:_____:_____: kind

beautiful _____:_____:_____:_____:_____:_____:_____: ugly

feminine _____:_____:_____:_____:_____:_____:_____: masculine

SUB SET #9

WORK

good _____:_____:_____:_____:_____:_____:_____: bad

cruel _____:_____:_____:_____:_____:_____:_____: kind

beautiful _____:_____:_____:_____:_____:_____:_____: ugly

feminine _____:_____:_____:_____:_____:_____:_____: masculine

SUB SET #10

MONEY

good _____:_____:_____:_____:_____:_____:_____: bad

cruel _____:_____:_____:_____:_____:_____:_____: kind

beautiful _____:_____:_____:_____:_____:_____:_____: ugly

feminine _____:_____:_____:_____:_____:_____:_____: masculine

## SUB SET #11

### EDUCATION

good _____:_____:_____:_____:_____:_____:_____: bad

cruel _____:_____:_____:_____:_____:_____:_____: kind

beautiful _____:_____:_____:_____:_____:_____:_____: ugly

feminine _____:_____:_____:_____:_____:_____:_____: masculine

## SUB SET #12

### RELIGION

good _____:_____:_____:_____:_____:_____:_____: bad

cruel _____:_____:_____:_____:_____:_____:_____: kind

beautiful _____:_____:_____:_____:_____:_____:_____: ugly

feminine _____:_____:_____:_____:_____:_____:_____: masculine

## SUB SET #13

## MICRONESIAN CULTURE

good _____:_____:_____:_____:_____:_____:_____: bad

cruel _____:_____:_____:_____:_____:_____:_____: kind

beautiful _____:_____:_____:_____:_____:_____:_____: ugly

feminine _____:_____:_____:_____:_____:_____:_____: masculine

(Section #4)

Below is a list of each of the districts that are in the Trust Territory. Underneath each name are a series of seven spaces ranging along a scale from 'very good' to 'very bad.' Note that the order of these words is changed with each item.

We would like to have some idea about how you feel about the people of each one of these districts. Please mark the space that is most like you feel. Do not answer to your own district's name.

1. MARIANAS

very good ___: ___: ___: ___: ___: ___: ___: very bad

2. MARSHALLS

very bad ___: ___: ___: ___: ___: ___: ___: very good

3. PALAU

very good ___: ___: ___: ___: ___: ___: ___: very bad

4. PONAPE

very bad ___: ___: ___: ___: ___: ___: ___: very good

5. TRUK

very good ___: ___: ___: ___: ___: ___: ___: very bad

6. YAP

very good ___: ___: ___: ___: ___: ___: ___: very good

(Section #5)

Finally, we'd like to know what you would do if you were in charge of the political future of your islands. Mark the one answer that most agrees with your feeling. If you were in charge would you:

a. ☐ work for United State's statehood

b. ☐ work to become a territory of the United States

c. ☐ work to achieve a free association with the United States

d. ☐ work to achieve complete independence for all of Micronesia

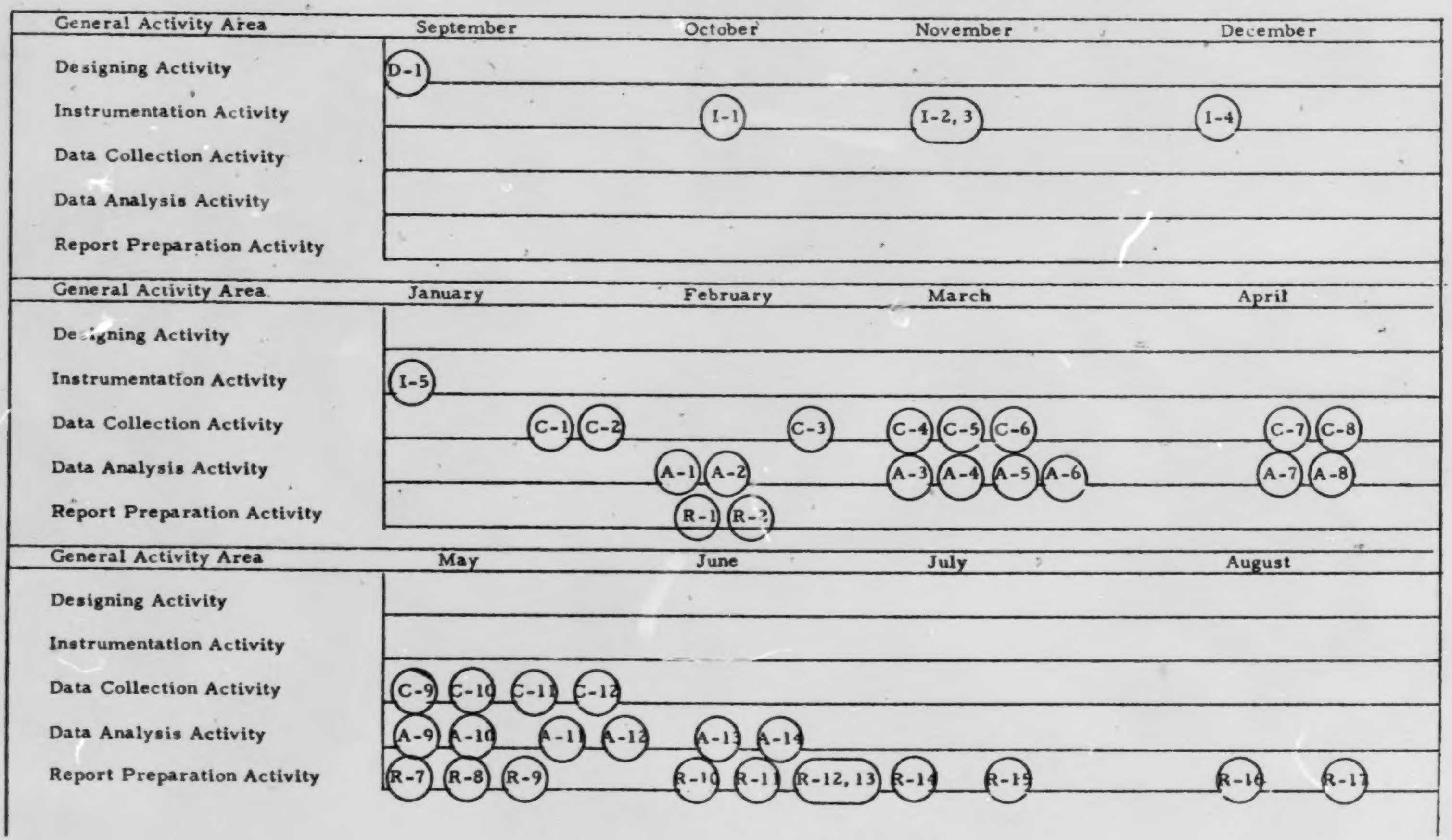
e. ☐ work to achieve independence for just your islands

f. ☐ work to maintain the present Trust Territory arrangement

# APPENDIX B

APPENDIX B

## PROJECTED ACTIVITIES FOR THE MICRONESIAN ATTITUDINAL INVENTORY



## PROJECTED ACTIVITIES FOR THE MICRONESIAN ATTITUDINAL INVENTORY

### Task Delineation

Code Description:

D=Design Activity
I=Instrumentation Activity
C=Data Collection Activities
A=Data Analysis Activities
R=Report Preparation Activities

| Code | Activity | Resources Necessary | Person Responsible | Product | Anticipated Completion Date |
|---|---|---|---|---|---|
| D-1 | Conceptualize Research Design. | Director<br>Appropriate Field Staff Specialist | Coordinator | A research strategy | 9/7/70 |
| I-1 | Develop rough draft instrument. | Research on social attitudes analysis | Coordinator | A rough draft instrument | 10/15/70 |
| I-2 | Administer pretest to Marianas sample | Access to 8th grade students have appropriate characteristics | Field Staff Specialist | Data | 11/15/70 |
| I-3 | Administer pretest to mainland population | Access to 8th grade students having appropriate characteristics | Coordinator | Data | 11/15/70 |
| I-4 | Analyze pretest and revise instrument as appropriate | (1) Computer Programmer<br>(2) Data Clerk<br>(3) Computer | Coordinator | Analysis and finalized instrument | 12/1/70 |
| I-5 | Reproduce appropriate number of copies of finalized instrument | Off-set press | Portland Office Support Staff | Adequate number of instruments | 1/1/71 |

| Code | Activity | Resources Necessary | Person Responsible | Product | Anticipated Completion Date |
|---|---|---|---|---|---|
| C-1 | Administer instrument to sample in Ponape | Sample | Field Staff Specialist | Completed Instrument | 1/22/71 |
| C-2 | Edit instrument for completeness | Completed instruments | Field Staff Specialist | Data for coding | 1/26/71 |
| A-1 | Prescribe appropriate data instruments for descriptive profiles | Rationale and Design | Coordinator | Treatment prescription | 2/1/71 |
| A-2 | Run data | (1) Data Clerk<br>(2) Computer | Computer Programmer | Data instruments | 2/2/71 |
| R-1 | Rough in data summaries | Print-out | Data Clerk | Roughed in data summaries | 2/8/71 |
| R-2 | Prepare finished data summaries | Roughed in data summaries | On-Island Stenographers | Appropriate tables | 2/15/71 |
| C-3 | Administer instrument to sample in Marshalls | Sample | Field Staff Specialist | Completed Instruments | 2/26/71 |
| C-4 | Edit instrument for completeness | Completed instruments | Field Staff Specialist | Data for coding | 3/2/71 |
| A-3 | Prescribe appropriate data treatment for descriptive profiles | Rationale and Design | Coordinator | Treatment prescription | 3/8/71 |
| A-4 | Run data | (1) Data Clerk<br>(2) Computer | Computer Programmer | Data treatment | 3/9/71 |

| Code | Activity | Resources Necessary | Person Responsible | Product | Anticipated Completion Date |
|---|---|---|---|---|---|
| R-3 | Rough in data summaries | Print-out | Data Clerk | Roughed in data summaries | 3/16/71 |
| R-4 | Prepare finished data summaries | Roughed in data summaries | On-Island Stenographer | Appropriate tables | 3/23/71 |
| C-5 | Administer instruments to sample in Palau | Sample | Field Staff Specialist | Completed instruments | 3/5/71 |
| C-6 | Edit instruments for completeness | Completed instruments | Field Staff Specialist | Data for coding | 3/9/71 |
| A-5 | Prescribe appropriate data treatment for descriptive profile | Rationale and Design | Coordinator | Treatment perscription | 3/15/71 |
| A-6 | Run data | (1) Data Clerk<br>(2) Computer | Computer Programmer | Data treatment | 3/29/71 |
| R-5 | Rough in data summaries | Print-out | Data Clerk | Roughed in data summaries | 4/5/71 |
| R-6 | Prepare finished data summaries | Roughed in data summaries | On-Island Stenographer | Appropriate tables | 4/12/71 |
| C-7 | Administer instrument to sample in the Marianas | Sample | Field Staff Specialist | Completed instruments | 4/19/71 |
| C-8 | Edit instruments for completeness | Completed instruments | Field Staff Specialist | Data for coding | 4/21/71 |

| Code | Activity | Resources Necessary | Person Responsible | Product | Anticipated Completion Date |
|---|---|---|---|---|---|
| A-7 | Prescribe appropriate data treatment for descriptive profile | Rationale and Design | Coordinator | Treatment prescription | 4/26/71 |
| A-8 | Run data | (1) Data Clerk<br>(2) Computer | Computer Programmer | Data treatment | 4/27/71 |
| R-7 | Rough in data summaries | Print-out | Data Clerk | Roughed in data summaries | 5/4/71 |
| R-8 | Prepare finished data summaries | Rough in data summary | On-Island Stenographer | Appropriate tables | 5/11/71 |
| C-9 | Administer instrument to sample in Truk | Sample | Field Staff Specialist | Completed instruments | 5/10/71 |
| C-10 | Edit instrument for completeness | Completed instrument | Field Staff Specialist | Data for coding | 5/13/71 |
| A-9 | Prescribe appropriate data treatment for descriptive profile | Rationale and Design | Coordinator | Treatment prescription | 5/19/71 |
| A-10 | Run Data | (1) Data Clerk<br>(2) Computer | Computer Programmer | Data treatment | 5/20/71 |
| R-9 | Rough in data summaries | Print-out | Data Clerk | Roughed in data summaries | 5/26/71 |
| R-10 | Prepare finished data summary | Roughed in data summaries | On-Island Stenographer | Appropriate tables | 6/2/71 |

| Code | Activity | Resources Necessary | Person Responsible | Product | Anticipated Completion Date |
|---|---|---|---|---|---|
| C-11 | Administer instrument to sample in Yap | Sample | Field Staff Specialist | Completed instruments | 5/14/71 |
| C-12 | Edit instrument for completeness | Completed instrument | Field Staff Specialist | Data for coding | 5/18/71 |
| A-11 | Prescribe appropriate data treatment for descriptive profile | Rationale and Design | Coordinator | Treatment prescription | 5/30/71 |
| A-12 | Run Data | (1) Data Clerk<br>(2) Computer | Computer Programmer | Data treatment | 5/31/71 |
| R-11 | Rough in data summaries | Print-out | Data Clerk | Roughed in data summaries | 6/8/71 |
| R-12 | Prepare finished data summary | Roughed in data summary | On-Island Stenographer | Appropriate tables | 6/15/71 |
| R-13 | Prepare description of sample selection and instrument administration | Narrative prepared on-site during instrument administration | Field Staff Specialist | Record of sampling and administration procedures | 6/15/71 |
| A-13 | Conduct analysis of variance | (1) Computer Programmer<br>(2) Data Clerk<br>(3) Computer | Coordinator | An analysis of variance by profile | 6/4/71 |
| A-14 | Conduct individual tests of significance test as appropriate | Analysis of variance | Coordinator | Inferential analysis of data | 6/11/71 |

| Code | Activity | Resources Necessary | Person Responsible | Product | Anticipated Completion Date |
|---|---|---|---|---|---|
| R-14 | Prepare tables, illustration, inferential analysis data | Print-out | Data Clerk | Roughed in tables | 6/25/71 |
| R-15 | Prepare finished inferential analysis tables | Rough tables | On-Island Stenographer | Finished tables | 6/25/71 |
| R-16 | Prepare narrative interpreting, descriptive and inferential analysis | Data summaries | Coorindator | Narrative | 8/13/71 |
| R-17 | Prepare final report | (1) Narrative regarding sampling and instrument administration<br>(2) Data narrative<br>(3) All relevant research conducted on problem<br>(4) other relevant data and information | Coordinator | A final report | 8/27/71 |